C. G. Hix 58

57th ANNUAL PROCEEDINGS

THE COLLEGE PHYSICAL EDUCATION ASSOCIATION

1954

NEW YORK CITY

TABLE OF CONTENTS

Page No.

GENERAL SESSION--I--E. D. Mitchell, University of Michigan, Presiding
President's Greetings-New Worlds to Conquer 1
Some Facts From Physiology to Illustrate Scientific Principles in Athletic Training--A. H. Steinhaus, George Williams College 5

CONVENTION BANQUET--R. J. Donnelly, University of Michigan, summarizer 12

GENERAL SESSION--II--Kooman Boycheff, University of Chicago, Summarizer 15

GENERAL SESSION--III--George Stafford, University of Illinois, presiding
Special Areas Closely Related To Physical Education 17
Contributions of Safety to College Physical Education--A. E. Floria, University of Illinois 17
Contributions of Camping to Physical Education--R. E. Carlson, Indiana University. 19
Contributions of Health Education to College Physical Education--C. V. Langton, Oregon State College. 20
Contributions of Recreation to College Physical Education--J. M. Anderson, Purdue University. 21
Guidance and Service Program in College Physical Education--C. C. Cowell, Purdue University. 23
Contributions of Adapted Physical Education to College Physical Education--R. Shelton, University of Illinois 26

REQUIRED CURRICULUM SECTION--H. S. Schnell, University of Florida, presiding
A Survey of the Service Physical Education Programs in American Colleges and Universities--P. A. Hunsicker, University of Michigan 29
Problems in Evaluating Required Physical Education Programs--Herman Segrest, Texas A & M College 32
Legal Liabilities for Injuries in the Service Program--Howard Liebee, University of Michigan. 34
Report Concerning New Activities and Changes in the Service Programs of Some Colleges and Universities--Robert Kretchmar, Oberlin College 40

INTRAMURAL SECTION--Paul Cieurzo, University of Rhode Island, presiding
Panel Discussion on Intramural Problems--I 44
Panel Discussion on Intramural Problems--II 46
Report of the National College Touch Football Committee--A. H. Rhoads, Ohio University 48
The National College Touch Football Meeting--A. H. Rhoads, Ohio University 50

TABLE OF CONTENTS (Continued)

Page No.

FOREIGN PROGRAMS OF PHYSICAL EDUCATION SECTION--E. F. Zeigler, University of Western Ontario, presiding
An American Family--E. F. Zeigler, University of Western Ontario 51
Physical Education at the University of Saskatchewan--Robert Keefe, University of Saskatchewan 56
Physical, Health, and Recreation Education in Canada--R. R. Ort, University of Western Ontario 58

TEACHER EDUCATION SECTION--E. B. Smith, University of Georgia, presiding
The Development of the Evaluative Schedule--W. F. Meredith, University of Pennsylvania 64
An Evaluation Study of Professional Preparation of Teachers of Health, Physical Education and Recreation--A New York State Project--F. J. Moench, State University Teachers College, Cortland, N. Y. 68
Student Teaching--Clyde Knapp, University of Illinois 76
Tri-State Conference on Professional Preparation in Health Education, Physical Education and Recreation--Vernon Lapp, Alabama Polytechnic Institute 78

INTERCOLLEGIATE ATHLETIC SECTION--J. D. Begelman, Hunter College, presiding
A Discussion of Selected Problems in Intercollegiate Athletics--Summarizer: Frances Bearden, Teachers College, Columbia 79

CURRICULUM RESEARCH SECTION--E. C. Davis, University of Southern California, presiding
Sub-Committee--Trends, C. C. Cowell, Purdue University. . . . 82
Recent Research in Health and Gerontology: Implications for the Curriculum in Physical Education--W. M. Staton, University of Florida 88
Report on Mental Hygiene--C. O. Jackson, University of Illinois 97
Sub-Committee--Curriculum Content, W. R. LaPorte, University of Southern California 104
Sub-Committee--Evaluation Procedures, W. P. Ashbrook, The Ohio State University 107
Sub-Committee--Administrative Standards, A. A. Esslinger, University of Oregon 129
Sub-Committee--Methods and Principles of Teaching Physical Education, J. M. Cooper, University of Southern California 131
Sub-Committee--Public Relations, E. C. Davis, University of Southern California 134

TABLE OF CONTENTS (Continued)

Page No.

PROBLEMS OF COLLEGE PHYSICAL EDUCATION SECTION--
L. A. Larson, New York University, presiding

Part I

Status of Full-Time, Male, Four-Year College Physical Education Personnel--Highlights of Committee Report--S. C. Staley, University of Illinois 136

A History of Professional Preparation For Physical Education in the United States (1861-1948)--E. F. Zeigler, University of Western Ontario 144

The Derivation and Application of the Principles of the World War II Reconditioning Program to the University Program--M. L. McBride, Argo High School, Argo, Ill. . . 150

Effects of Violent Competition Upon Certain Projective Measures of Personality--W. R. Johnson and D. C. Hutton, University of Maryland 153

The Effect of Environmental Temperature on Heart Rate, Deep Body Temperature, and Performance in Swimming--D. D. Adee, Ft. Hayes Kansas State College 155

A Test of Motor Ability For College Men--H. W. Barrow, Wake Forest College 157

Part II -- Report of Sub-Committees

Measurement and Evaluation--H. H. Clarke, University of Oregon. 160

Program: Physical Education and Hygiene--T. E. McDonough, Emory University. 164

Program: Athletics--L. F. Keller, University of Minnesota . . . 167

Administration: Management and Supervision--C. V. Langton, Oregon St. College 171

Oregon Teacher Education Standards in Health Education--C. V. Langton, Oregon State College 173

Administration: Facilities, Equipment, Supplies--C. A. Bucher, New York University. 176

Insurance and Legal Problems--A. S. Daniels, The Ohio State University 181

History and Trends--Lloyd Jones, Penn State College 184

Professional Education and Public Relations--W. F. Meredith, University of Pennsylvania 186

Abstract of Studies in Learning and Conditioning--A. H. Steinhaus, George Williams College 189

COMMITTEE REPORTS

Construction and Equipment--D. C. Seaton, University of Kentucky 195

Curriculum Research--E. C. Davis, University of Southern California 197

Films and Television--Ted Bank, Athletic Institute. 198

Foreign Relations--E. F. Zeigler, University of Western Ontario. 200

TABLE OF CONTENTS (Concluded)

Page No.

Intramurals--P. F. Cieurzo, University of Rhode Island 203
Membership--Lloyd Lux, Bates College 204
Problems of College Physical Education--L. A. Larson, New York University 205
Teacher Education--E. B. Smith, University of Georgia 207
Resolutions--Marshall Turner, John Hopkins University. 208
Nominations--C.C. Nordly, University of Minnesota 211
Representative to National Committee for Improvement of Professional Preparation in Health, Physical Education and Recreation--W. F. Meredith, University of Pennsylvania. 212
Joint Committee on Physical Education and Athletics--T. E. McDonough, Emory University 215
Representative to AACTE--C. D. Nordly, University of Minnesota 217
Constitution Revision--C. L. Brownell, Teachers College, Columbia 218
District Associations--G. W. Howard, Queens College 219
Operating Codes--L. A. Hess, The Ohio State University 221
Policies--H. A. Scott, Teachers College, Columbia. 222
Public Relations--W. F. Meredith, University of Pennsylvania and A. E. Lumley, Amherst College. 225
Representative to AAHPER--R. E. Jamerson, University of North Carolina 236

MINUTES:

Executive Council 238
Business Meeting 240
Treasurer's Report 243

Roll of Members 244

COLLEGE PHYSICAL EDUCATION ASSOCIATION

1954

President: William F. Meredith, University of Pennsylvania
Vice President: Seward C. Staley, University of Illinois
Secretary-Treasurer: Richard E. Jamerson, University of North Carolina

Executive Council

Elmer D. Mitchell, University of Michigan, Chairman (1955)
Fred J. Holter, West Virginia University (1954)
Richard E. Jamerson, University of North Carolina (1954)
William F. Meredith, University of Pennsylvania (1956)
Seward C. Staley, University of Illinois (1957)

STANDING COMMITTEES

CONSTRUCTION AND EQUIPMENT

D. C. Seaton, University of Kentucky, Chairman (1954)
H. G. Danford, Florida State University (1955)
R. O. Duncan, West Virginia University (1955)
C. V. Langton, Oregon State College (1956)
J. C. Loveless, Grove City College (1956)
V. F. Obeck, McGill University (1954)
R. E. Stultz, Syracuse University (1955)

CURRICULUM RESEARCH

E. C. Davis, University of So. California, Chairman (1956)
W. P. Ashbrook, Ohio State University (1954)
C. C. Cowell, Purdue University (1954)
A. A. Esslinger, University of Oregon (1955)
W. R. Laporte, University of Southern California (1955)
J. D. Lawther, Pennsylvania State University (1954)
G. E. Shepard, University of North Carolina (1956)

FILM PROJECTS AND TELEVISION

F. V. Hein, American Medical Association, Chairman (1954)
G. F. Anderson, AAHPER (1955)
T. P. Bank, Athletic Institute (1954)
M. J. Gary, Western Michigan College (1954)
J. H. Humphrey, University of Maryland (1956)
R. W. Kireilis, Texas Technological College (1956)
L. G. Kranz, Northwestern University (1955)

FOREIGN RELATIONS

E. F. Ziegler, U. of Western Ontario, Chairman (1954)
B. L. Bennett, Ohio State University (1954)
H. E. Brown, University of Hawaii (1954)
C. R. Fall, University of Buffalo (1954)
D. C. Furman, University of Puerto Rico (1955)
John Heldman, Jr., University of Louisville (1955)
W. G. Vandenburgh, Fresno State College (1955)

INTRAMURAL SPORTS

A. H. Rhoads, Ohio University, Chairman (1954)
H. S. Cherry, University of Florida (1954)
L. A. Francis, Fort Hayes Kansas State College (1955)
J. A. Glascott, University of Pennsylvania (1956)
H. R. Ryan, McGill University (1955)
H. J. Tyrance, Howard University (1956)

MEMBERSHIP

H. W. Kroeten, U. S. Military Academy, Chairman (1954)
C. J. Alderson, University of Texas (1954)
P. H. Derr, North Carolina State College (1956)
C. R. Fall, University of Buffalo (1956)
J. G. Geier, University of Nebraska (1954)
C. J. Hart, Brigham Young University (1954)
C. C. Palmer, University of Washington (1955)
H. R. Ryan, McGill University (1955)
G. E. Van Bibber, University of Connecticut (1954)

NECROLOGY

H. H. House, Washington State College, Chairman (1954)
George Rider, Miami University (1955)
G. W. Nesom, Northwestern State College (1956)

NOMINATIONS

S. B. Sudduth, George Peabody College, Chairman (1954)
Paul Cieurzo, University of Rhode Island (1954)
R. T. Kretchmar, Oberlin College (1954)

PROBLEMS OF COLLEGE PHYSICAL EDUCATION

L. C. Larson, New York University, Chairman
D. K. Brace, University of Texas
C. A. Bucher, New York University
H. H. Clarke, University of Oregon
A. S. Daniels, Ohio State University
L. M. Jones, Pennsylvania State University
L. F. Keller, University of Minnesota
C. V. Langton, Oregon State College
T. E. McDonough, Emory University
W. F. Meredith, University of Pennsylvania
R. A. Snyder, University of California, L. A.
S. C. Staley, University of Illinois
A. H. Steinhaus, George Williams College
C. H. Young, University of California at L. A.

REQUIRED SERVICE PROGRAM

H. W. Schnell, University of Florida, Chairman (1955)
G. E. Galligan, Washington State College (1957)
H. C. Leibee, University of Michigan (1956)
E. E. Richardson, Amherst College (1954)
H. B. Segrist, Texas A. & M. College (1958)

RESOLUTIONS

C. A. Troester, Jr., AAHPER., Chairman (1954)
J. W. Long, Wake Forest College (1956)
G. T. Stafford, University of Illinois (1955)

TEACHER EDUCATION

C. L. Nordly, University of Minnesota, Chairman (1956)
C. O. Jackson, University of Illinois (1954)
F. J. Moench, Cortland State Teachers College (1955)
J. E. Nixon, Stanford University (1954)
K. C. H. Oermann, University of Pittsburgh (1956)
Henry Shenk, University of Kansas (1955)

CONTINUING COMMITTEES

CONSTITUTIONAL REVISION

C. L. Brownell, Columbia University, Chairman
L. C. Adams, Columbia University
C. J. Alderson, University of Texas
R. O. Duncan, University of West Virginia
R. E. Jamerson, University of North Carolina
C. V. Langton, Oregon State College
K. J. McCrystal, Michigan State College

DISTRICTING OF CPEA

G. W. Howard, Queens College, Chairman
E. C. Davis, University of Southern California
L. F. Keller, University of Minnesota
T. E. McDonough, Emory University
W. F. Mitchell, Ontario Agricultural College

OPERATING CODES

L. A. Hess, Ohio State University, Chairman
L. C. Adams, Columbia University
C. J. Alderson, University of Texas
G. F. Anderson, AAHPER
H. A. Scott, Columbia University
R. A. Snyder, University of California at L. A.

PUBLIC RELATIONS

A. E. Lumley, Amherst College, Chairman
J. S. Barr, Franklin and Marshall College
C. A. Bucher, New York University

E. C. Davis, University of Southern California
R. J. Francis, University of Wisconsin
G. E. Gauthier, Ohio Wesleyan University
D. Oberteuffer, Ohio State University
L. W. Olds, Michigan State Normal College
W. W. Scheerer, Wofford College
C. A. Troester, Jr., AAHPER
W. S. Yeager, Tufts College

TESTS AND MEASUREMENTS

P. A. Hunsicker, University of Michigan, Chairman
H. S. Brown, Southern Methodist University
R. J. Donnelly, University of Michigan
Troy Hendricks, University of Arkansas
J. W. Kistler, University of Louisiana
Arthur Koski, Oregon State College
J. W. Masley, Eastern Illinois State College
B. H. Massey, University of Maryland
L. W. McCraw, University of Texas
K. D. Miller, Florida State University
H. J. Montoye, Michigan State College
E. W. Seymour, Emory University

POLICIES

H. A. Scott, Columbia University, Chairman
J. Hewitt, University of California
H. B. Hunsaker, Utah State Agriculture College
L. L. Messersmith, Southern Methodist University
J. H. Shaw, Syracuse University

PRESIDENTS COMMITTEES

CONVENTION PUBLICITY

S. E. Barnes, Howard University
H. S. Brown, Southern Methodist University
Paul Cieurzo, University of Rhode Island
H. B. Hunsaker, Utah State Agricultural College
J. O. Jones, University of Illinois
L. R. Marti, University of North Dakota
C. C. Palmer, University of Washington
S. M. Rostas, Amherst College
H. R. Ryan, McGill University
W. M. Staton, University of Florida

SPECIAL SERVICE AWARDS

J. H. Shaw, Syracuse University, Chairman
J. R. Fairs, University of Western Ontario
B. B. Gullion, Washington University
J. G. Murray, University of Mississippi
Ben W. Miller, University of California at L. A.
Vernon S. Sprague, University of Oregon
H. A. Lasch, Kalamazoo College

LOCAL ARRANGEMENTS

G. W. Howard, Queens College, Chairman
L. C. Adams, Columbia University
J. D. Begelman, Hunter College
C. A. Bucher, New York University
Nelson A. Walke, Brooklyn College
K. Boycheff, University of Chicago

JOINT COMMITTEES

COLLEGE PHYSICAL EDUCATION REPRESENTATIVES

AMERICAN COUNCIL ON EDUCATION

T. J. Holter, West Virginia University (1955)
T. E. McDonough, Emory University (1954)
W. F. Meredith, University of Pennsylvania (1957)
E. D. Mitchell, University of Michigan (1956)
L. A. Pape, Fresno State College (1955)
G. E. Shepard, University of North Carolina (1955)

COORDINATING COMMITTEE ON COLLEGIATE PROBLEMS OF TEACHER EDUCATION

C. O. Jackson, University of Illinois (1954)
E. D. Mitchell, University of Michigan (1954)
C. L. Nordly, University of Minnesota (1954)

ARMED SERVICES COMMITTEE

B. E. Phillips, Veterans Administration (1954)
A. R. Barr, Southern Methodist University (1955)

COLLEGE COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS

J. H. Nichols, Oberlin College (1954)
M. S. Turner, Johns Hopkins University (1955)
L. F. Keller, University of Minnesota (1956)

NATIONAL COMMITTEE FOR THE IMPROVEMENT OF PROFESSIONAL PREPARATION IN HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION

W. F. Meredith, University of Pennsylvania (1955)
C. O. Jackson, University of Illinois - Alternate (1955)

REPRESENTATIVE ASSEMBLY OF THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

R. E. Jamerson, University of North Carolina (1954)

PRESIDENT'S GREETINGS

NEW WORLDS TO CONQUER

E. D. Mitchell

University of Michigan

Fellow Members:

It is a pleasant assignment to welcome you here today as delegates to the Fifty-Seventh Annual Convention of the College Physical Education Association. There will be busy days ahead. The program is a crowded one. But the important thing is that we make this occasion a memorable one--that from it we will gain new information, inspiration, friendships, and fellowships; and, most important, that our profession, and our Association that represents it, will be the stronger because of our having assembled here.

Our CPEA is not a large organization in size of membership. Nor has its influence been of spectacular nature. But there is one thing that you as members can be sure of. Our Association has remained steadfast and true throughout its history. It has set its goals high even though by so doing it has made them more remote in their attainment. It has never sacrified principles to expediency. In short, our Association has built itself on firm foundations.

We are one of the oldest professional organizations in Physical Education. Only the national body, the American Association for Health, Physical Education, and Recreation (the AAHPER and long known as the APEA) superseded us. They were founded in 1885; we, in 1897.

Our college association was first called the Society of College Gymnasium Directors. At the 1908 annual meeting its name was changed to the Society of Directors of Physical Education in Colleges. Then, in 1932 the present name, The College Physical Education Association was adopted. Each change of name testified to a broader conception of Physical Education from the standpoint of its program, scope of aims, and also to a more democratic conception of its sphere of membership.

In another way, too, the scope of the Association's influence has grown. For many years it held its Convention regularly in the East, mainly in New York City. In 1914 it came to Chicago; in 1923 it met in the South, at Atlanta. Now it rotates more frequently between East and Mid-West where the larger proportion of members are still located. Nevertheless, the time has come when the needs of our membership have to be considered from a national perspective, and, in future planning, all sections of the country must be considered as sharing equal privileges and equal responsibilities.

On the whole our Association has been exclusive in membership. It was first limited to directors only. Then, with some limitations, all teachers of physical education were made eligible. It goes without saying that there has been value in this relatively small membership, both from the standpoint of close personal associations and closer working committee groups. These smaller groups have set up the principles and have prepared the standards that guide us today. But now with that help and with the assurance of being

so wisely guided, it seems that the time has come when we may strike out on the assumption that there is strength in numbers. This year our Executive Council brings to you new promotional plans to attract new members. We have grown steadily in size from the original nine individuals that met in New York to a membership of over five hundred as of the time this Convention convened. We should set a goal of having at least one member from each college in the country. In so doing, we should not consider each new member as a mere numerical addition. Rather, we should consider him from the standpoint of the influence for progress that can radiate out from him.

The one thing possibly above all others, that has impressed me as I have looked over the records of our Association has been the way the older members in it have kept on working. It is unusual. Nowhere ever have I seen more evidence of the spirit of service. Our past Presidents and Secretaries have kept up their active interest in the Association's welfare long after their terms of office have expired. There are twelve ex-presidents at this particular convention. Their example is one for our younger members to follow, for we need increasingly to turn to our younger members for leadership as our Association grows larger. There is then more work to do, there is more need to delegate duties, there is more need to train leaders through wisely guided apprenticeship.

During all the growth of our Association, one other thing stands out as worthy of note. That is the great dependence our Association has placed upon joint effort in the form of committee studies. From the very inception of the Association's existence, it has carried on such studies. I think it is the due of these committees that their work be recognized at this time.

The very first committee study was one on Strength Tests, a committee on which Dr. R. Tait McKenzie was active and whose findings influenced the choice and design of some of his statues. There followed soon Committees on Terminology, on Administration of Physical Education, on Objectives, on Personnel, and on Administration of Intercollegiate Athletics. These were excellent guides at the time that our college programs were assuming administrative magnitude. Then, too, there were two most valuable studies on Construction and Equipment: one on Physical Education Buildings; the other, on Construction and Sanitation of Swimming Pools. These latter two studies served a most important purpose in the 1920's, an era of building; and again later in the 1930's, when building programs were being assisted by Federal Relief funds.

Today, there are twelve Standing Committees actively at work in our Association. They are listed, together with the names of their Chairmen, in the program you have before you. There are also seven President's Committees similarly listed. One, a Continuing Committee, headed by Dr. Seward C. Staley, will complete its work this year and will present its final report at this convention. By looking over the listing of these committees you will see the way in which the scope of our Association's work has increased and also note the issues which are most prominent before our Association today.

I will be slighting none of these important Committee projects if I take time to single out one Committee in particular for special mention. It is the Committee on Curriculum Research. This Committee, under the Chairmanship of Professor W. R. LaPorte of the University of Southern California, and now Dr. E. C. Davis, has spent twenty-seven years of continuous work on its project. Its early work was published and the resultant book was a classic

in its field. During the course of its existence six subcommittees have been appointed to carry on its ever-increasing work. Another general committee of today, namely on Problems, has also found the scope of its work so continually enlarged that it similarly has had to appoint subcommittees, to the number of eight.

Our national Association, in recent years, has also cooperated with other national agencies in important joint committee projects. Some of these joint committees are as follows: Modern Facilities for Physical Education, which published two booklets, one of which was specifically devoted to College Facilities; Professional Preparation of Teachers of Physical Education, including studies and publications on the undergraduate and the graduate level; Physical Fitness Programs for the Armed Services; Joint Relationships of Physical Education and Intercollegiate Athletics; and Accreditation of Colleges.

As we take time to look ahead, as we try to take a glimpse into the future as it affects Physical Education, there is every reason to feel encouraged at what we see. There are no doubt those of you who are impatient with the rate of our progress. Those of us who are old-timers feel the same way about many things. But, at the same time, when we look backward, we cannot help but marvel at the progress that has been made in what is relatively such a short span of time. We have seen physical education as it was in its feeble beginnings. We have seen Physical Education emerge from the status of a struggling movement to that of an accepted and established educational and social institution of our day.

In looking to the future there is every reason for assurance. True, we have our problems to work on. But, at the same time, we have broader and clearer goals to work for than before. Also, we have established standards and policies to work from. And, for the most part, we have enriched programs and adequate facilities to work with. If there is any one thing that spells assurance to us as we look ahead, it is the generous provisions for indoor gymnasiums and outdoor playing areas that are being made in the new school plants being constructed everywhere today to take care of the tremendously increased school populations. This shows a public confidence in our work as never before.

There are signs too that we are outgrowing our customary sphere of servicing our college students from the standpoint of health knowledge, motor skills, and recreational opportunities. To carry on the work ahead we now have teachers trained as carefully and completely as those in other college departments. This gain for our profession results in closer association with other college departments, an increased mutuality of understanding, and an increased respect for the academic possibilities inherent in our work. It is a distinct scholastic achievement for us that we have been able in large part to outgrow our dependence upon the pure sciences. We shall need as always to lean upon them for the scientific foundations of knowledge that we especially need in our work; but, at the same time, we have now developed our own research workers -- and will, continue to do so more and more -- to the point where we are ourselves applying research methods and data in a functional way to our own specific problems. It is a healthy sign when individuals on our physical education staffs are asked to serve on masters or doctoral committees of other departments. It means that we are not existing as a rather remote and isolated department of a college or university, but as one which has a communion of interests in an intellectual way with other departments

and that we are concerned with the general all-round welfare of the student as well. It means that members of other college staffs are now sharing -- even entrusting -- research problems to us and are consulting with us about the findings, yes, looking to us often for the answers.

There are many signs that these things are coming to pass. It is significant when a Department of Forestry asks us to cooperate with it in offering a course in School Camping and Outdoor Education, with some stress on survival skills in the open. It is significant when the Department of Vocational Education asks us to join with it in offering a course in Safety Education; when the Department of Educational Psychology shares with us a course in Motor Learning; and when the Audio- Visual Department tells us that our activity programs, lending themselves to photography as they do, have a unique place in their field of learning. So, too, when Psychology and Sociology ask our help in conducting a new course in Gerontology, advising us that we can contribute much in the nature of recreations for older-age groups. So, too, when the Department of Speech tells us that we have an important part to play in speech therapy, from the standpoint of muscle control and the increased self-confidence that comes from muscle coordination. And both the Departments of Speech and of Journalism refer problems to us that deal with a technical knowledge of sports that should be possessed by their students who plan to go into sports writing or radio or television work. And many art students come to consult us on questions of correct form in sports skills to represent in drawings or sculpture, and upon architectural plans of design for the layout of gymnasiums and athletic fields. And, as a last mention, certainly any developments concerned with International Education can well look to Physical Education as a cooperating member, especially considering the part we play in organizing many international festivals, conferences, and competitions, as well as the many exchanges of students and visitors in our field, particularly in work with youth.

In closing, in answer to the question which many of you are ready to ask, I want to state that this trend toward expansion of the intellectual content inherent in our program, does not mean neglect or forsaking of the older activity programs which we have been promoting. Those are our special heritage, and to us, alone, they are entrusted. They are even more necessary than the developments that I have related. But they can be maintained at the same time that these intellectual goals are being attained. We cannot stand still! Retain the older goals--yes; but also keep in mind that for Physical Education there is, and always will be, fortunately, New Worlds To Conquer.

SOME SELECTED FACTS FROM PHYSIOLOGY TO ILLUSTRATE SCIENTIFIC PRINCIPLES IN ATHLETIC TRAINING

Arthur H. Steinhaus,
George Williams College, Chicago

When some years ago they asked me to address a section meeting in one of our national conventions on the role of physiology in professional education, I spent the evening before in research at the dance. Here I diligently undertook to dance with a different lady each time. Assured of about five minutes in which she could not escape, I let loose my interview schedule: Where did you study physical education? Did you ever study physiology? The usual answer was "yes" accompanied by palpably increased tension and something like -- "that was the course with frog-legs." What book did you use? One lady remembered the title and author; another knew it was a red book. Who was your instructor? One of my dozen or more dancing partners remembered her instructor's name. Several spoke about part-time physician teachers who dropped in to lecture and sometimes discussed a current medical case. Most of them disliked physiology, knew it was important, but saw little or no direct relation to physical education. True, my method of securing data did not permit suitable sampling of male physical educators, but I doubt if that would have changed my opening sentence the next day. This was "Physiology has not had a real chance to contribute to our profession."

It is a pleasure to address you today on invitation of President Mitchell. I'm sure you do not expect my discussion of principles underlying athletic training to tell you how to coach new world's records. This some of you have already accomplished. In athletic training as in other areas of artistic endeavor such as teaching, for example, expertness is a creative achievement. The role of science is to observe, to analyze, and to generalize on such accomplishments to the end that all may understand and some, by incorporating the essential findings in their practice, may become better performers -- be this in the broad jump or in teaching.

Let me illustrate. About 1930 some German coaches while studying movies of our best broad jumpers found that in the last step before the jump these champions placed the foot and leg down in sharp outward rotation. This brought the pelvis and with it the center of gravity more nearly directly over the take-off leg in the jump. When this one suggestion was given to Germany's leading college jumper, whose best mark was 6.70 meters, he jumped 7.16 meters in the very next try to set a new German intercollegiate record. In athletics as elsewhere the accomplishments of the genius exemplifies the law, naturally. He need not consciously employ it nor even be aware of it. It is the role of the scientist to observe, to analyze, to test, and to formulate the law. In this role of scientist, bystander, and analyzer I would bring some of the results of careful studies to your attention.

Refreshment

Mild exercise such as opening and closing the hands or wiggling the toes makes one feel better. A brisk walk, the seventh-inning stretch, even a yawn,

helps to relieve the kind of fatigue sometimes called a "dopey feeling," that follows a long motionless sit.

Such fatigue is not in the muscle. It is the first sign of too little blood to the brain. Every contracting muscle helps to push blood back to the heart. In quiet sitting or standing insufficient blood is returned to the heart and consequently too little is pumped into the brain. In extreme cases, as when a person stands or is suspended, completely motionless, there may be fainting. After strenuous exercise when many blood vessels are widely dilated, the danger of blood stalling in the periphery is even greater. Experienced runners do not lie down motionless after a hard race. The heart pushes blood out; the musculature both visceral and skeletal, serves as a "peripheral heart" to push the blood back. One is as important as the other. The latter is largely under conscious control. It is not common for players to stand or lie completely quiet in periods of time out. Their bodies crave the refreshing effect of movement. The wise coach does not huddle his fatigue-loaded players to sit still through half-time. It is not generally understood that sleep is unnecessary for muscles. They need movement to recover. Sleep was made to unhitch man's thinking machine for a while. But even in sleep the brain needs a good blood supply. For this reason we move regularly in our sleep and a most restful sleep is a slightly restless sleep. When you "sleep like a log" you wake up feeling like one.

Strength

Some of you will remember the old adage "function makes structure." In 1905 Roux formulated the "activity-hypertrophy" and "inactivity-atrophy" theories. It is common knowledge that exercise causes muscles to grow. Many know that the strength of a muscle is proportional to its physiological cross section (section at right angles to the contained fibers). The nature of this growth, the factors that limit it, the kind of exercise that best promotes it, and the cause or exciting stimulus that initiates it, are less well known.

Here I would pay homage to Morpurgo, Seibert, Kleeberger, Hettinger, and Muller whose pioneer and classic studies extending from 1897 to 1953 combine to tell this story.

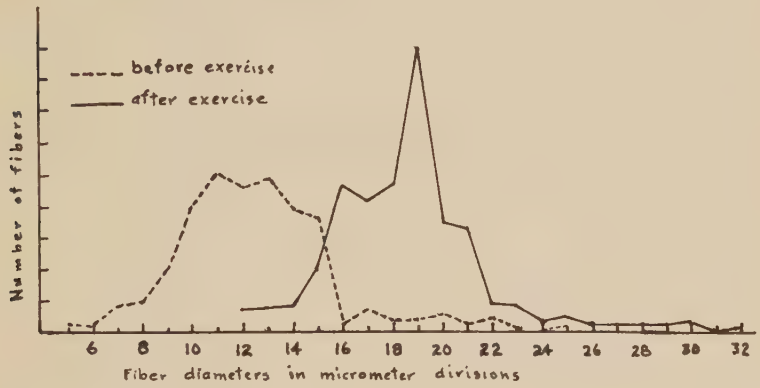
Hypertrophy of Muscles by Exercise

The growth of voluntary muscles that follows strenuous exercise is a true hypertrophy of individual muscle fibers. There is no increase in the number of muscle fibers. The first experimental laboratory findings were offered by Morpurgo in 1897. Siebert published a verification of Morpurgo's findings in 1928 (Siebert, W.W., Zeitschr. f. klin. Med CIX, 350). In 1932 Kleeberger working with rabbits announced similar findings that have never been published. Because of their relative inaccessibility, Morpurgo's and Kleeberger's findings are summarized here.

1. MORPURGO, B. Virchows Archiv CL, 522 (1897)

In two dogs Morpurgo removed the sartorius muscle from the left side before exercise and from the right side after one year of intensive treadmill running. In each case the muscle was securely fastened to a glass rod at both ends before removal from the dog. His findings may be tabulated as follows:

	Left Sartorius (before)	Right Sartorius (after)	Difference in favor of exercise
1. Area of cross section, 1st dog	873 sq. mm.	1337.5 sq.mm.	53.2%
2. Relative cross section, 1st dog	1.0	1.532	53.2%
2nd dog	1.0	1.55	55.0%
3. Number of fibers, 1st dog	30,241	31,346	3.6%
2nd dog	22,021	21,367	-3.0%
4. Average diameter of fibers	0.0221 mm.	0.0314 mm.	42.0%
5. Distribution of fibers by diameter			



2. KLEEBERGER, FRANK, The Effects of Excessive Activity on Muscle Tissue (Graduate Study at Johns Hopkins University, unpublished)

While a graduate student under Wm. H. Howell, probably in the late twenties, the late Frank Kleeberger, Professor of Physical Education, University of California, performed an interesting experiment which was reported by him at an annual meeting of the A.A.H.P.E.R. The following facts are reproduced from a manuscript dated February 2, 1932, presented by Mr. Kleeberger to Arthur H. Steinhaus.

Originally designed to determine "whether severe muscular activity may in some way bring about degenerative or other changes in muscle tissue," the study disclosed improved muscle function and verified the earlier work of Morpurgo. Because his findings produced "nothing new" they were not acceptable for a PhD thesis and Kleeberger never published them. The essential facts are here reproduced for wider distribution.

Twice daily in periods of 120 minutes each, the left fronto-scutularis muscle in three rabbits was subjected to unipolar stimulation from a Harvard coil. This is the muscle with which the rabbit "pricks up his ears." Stimulation frequency varied from 30 per minute to full tetanizing rate. Celluloid cuffs were used to stiffen the ears and to fasten the ends of the ears by strings over a system of pulleys to a recording lever to which from 2 - 6 ounces of weights were added. Rabbit I was stimulated with single shocks of various frequencies for one month and by tetanizing current relieved by rest periods in the second month. Rabbit II

was stimulated for only one month with single shocks. Because no difference was found between the exercised and unexercised sides this rabbit's data were not reported. Rabbit III was stimulated by tetanizing current in the two daily periods for 42 days. Kleeberger's findings may be tabulated as follows:

	Unexercised Right Side	Rabbit I Exercised Left Side	Difference in Favor of Exercise
Weight in grams	0.427	0.555	30%
Relative cross section	1.00	1.55	55%
Number of muscle fibers	9,390	8,904	- 5%

	Unexercised Right Side	Rabbit III Exercised Left Side	Difference in Favor of Exercise
Weight in grams	0.616	0.855	40%
Relative cross section	1.00	1.90	90%
Number of muscle fibers	8,639	8,726	1%

From these studies it becomes apparent that the ultimate growth of a muscle mass, and therefore, maximal strength is subject to two ceilings as follows: first, the number of muscle cells or fibers is fixed very early in life --probably by heredity. In man just as in dogs there are St. Bernard and there are toy Pekingese types. Second, the size to which a single muscle fiber may hypertrophy is also limited -- probably by the diffusion rate of oxygen and other essentials to muscle function. Morpurgo's curve of fiber distribution by diameter indicates that exercise causes a large number of fibers to reach this maximum limit. Thus the top strength attainable by a given person is definitely limited.

Besides verifying the findings of Morpurgo, Seibert also showed that the kind of exercise made a difference. He found that hypertrophy related more directly with the intensity of the work demanded of it than with the quantity of this work. Thus, on frogs and rats he was able to show why weight lifting and sprinting were better muscle builders than distance running. His work also demonstrated the need for overloading a muscle to make it grow. By overloading a muscle is meant any increase of intensity in the work usually demanded of it.

It remained, however, for more recent studies to show how little overloading is necessary to evoke hypertrophy and what factors constitute the stimulus that causes muscle fibers to grow. These studies by Th. Hettinger and E. A. Muller entitled "Muskelleistung and Muskeltraining" were published in Arbeitsphysiologie 15, 111-116 (1953).

Seventy-one separate experiments performed on 9 male subjects over a period of 18 months provided data on how the development of strength in a muscle was related to the intensity and frequency of training activities. All

training was in the form of static contraction held for a measured length of time against a spring scale and most of the observations were made on the flexors and extensors of the forearm held horizontally at right angles to the upper arm. On Saturdays maximal strength was measured. The higher reading of two trials was recorded. Sunday was a day of rest. Mondays through Fridays were spent in training sessions in which the intensity of contraction, the amount of time held, and the number of practices per day were varied. The study revealed the following findings:

1. Muscle strength increases an average of 5% per week when the training load is as little as 1/3, or even less, of maximal strength.
2. Muscle strength increases more rapidly with increasing intensity of training load up to about 2/3 of maximal strength. Beyond this, increase in training load has no further effect.
3. One practice period per day in which the tension was held for six seconds resulted in as much increase in strength as longer periods (up to full exhaustion in 45 seconds) and more frequent practices (up to 7 per day).
4. The cause of the increase in strength (training stimulus) they believe is neither the intensity of contraction nor the degree of exhaustion of a muscle fiber, but rather a condition in which the oxygen supply to a muscle fiber ceases to be enough for its needs. A further oxygen deficit is not a stronger or more effective stimulus. Thus, they postulate an "all or none" characteristic of the "training stimulus" or stimulus to hypertrophy. The observation that strength grows more rapidly as the training load increases from about 1/3 to 2/3 maximal strength is to them only an apparent contradiction. They believe that due to the internal arrangement of fibers within a muscle not all fibers are equally taxed so that not until the training load is about 2/3 maximum are all fibers suffering some oxygen deficit.
5. From measurements of biceps diameters in maximal contraction they calculate a maximal contraction strength of 6.6 kg/cm_2 (about 95 pounds per square inch) of muscle cross section. They found that the calculated muscle cross section increased in accord with this factor as strength increased. Thus, they conclude that the effective training stimulus extends from somewhere below 2 Kgs to somewhere under 4 Kgs per square cm. of cross section.
6. They found a correlation of +.77 +0.09 between (a) maximal increase in strength due to training and (b) the speed of this improvement, when 20 different muscle groups were compared. Finger muscles increased maximally 33% and showed an increase of 3.2% per week. For hip flexors the corresponding figures were (a) 177% and (b) 22.1%.
7. When tension per square cm. of cross section is held constant, endurance (holding time) is unchanged with increase in total strength. This is attributed to improvement in capillarization paralleling hypertrophy.
8. The rate of increase in strength sometimes varied considerably in the same person when two comparable training periods, separated by a long rest period, were compared.
9. There is a ceiling on the development of strength in every muscle. This is usually accompanied by pain resulting from some injury within the muscle that stops further increase in effort.
10. They postulate that the maximal strength of any muscle in the body is probably about 3 times the tension demanded of it in everyday activities.

Feeding Vs. Doping to Improve Performance

Whenever the question of "what to give athletes" arises it is important to distinguish between dope and foods.

A dope is a substance that whips the body to greater activity without contributing anything that is needed in normal metabolism. Although strictly speaking the caffein of coffee and some carbonated beverages, is such a substance, very few would today raise a voice against its use. Substances such as benzedrine or amphetamine and pervetin, other ephedrine-like drugs, also cocaine, however, are rightly frowned upon as unsportsmanlike, illegal, and dangerous. By direct action on the sympathetic and central nervous systems, these drugs heighten the general activity state, sometimes dangerously, and induce a feeling of euphoria in which one becomes reckless in the use of his energies--very much as one does under the stimulating excitement of competition.

On the other hand, any substance that supplies energy or otherwise enters into or contributes to the normal metabolic processes of the body must be regarded as a food. Obviously these can all be secured in a well selected diet. Whether these substances should be taken as additives or supplements to the diet may be debatable as to validity, costs, and fussiness, but not as to legality, sports ethics, or harmfulness. Who, for instance, would consider the taking of dextrose pills or vitamin B_1 as unsportsmanlike!

May I develop this area further by presenting and discussing three distinctly different regimens. Each rests on valid theoretical considerations. Each has been credited with success by some observers. At least two of them have proved useless in the hands of others. One fact must be kept in mind. A given additive may be of little help to athlete A whose body is already well stocked with this substance from other sources, whereas for athlete B who happens to be low on this substance, it is just what he needed. Thus, vitamin B_1 made a big difference in the performance of men whose blood showed a low B_1 level, and made no difference in those whose B_1 level was already high.

I. Phosphate Drink

The first of these is a Phosphate drink originally described by G. Embden, E. Grafe, and E. Schmitz, über Steigerung der Leistungsfähigkeit durch Phosphat Zufuhr, Hoppe-Seyler s Zeitschr, fur Phys. Chem. 113, 67 (1927).

Contents of recipe for one serving to ten athletes:

1. 30 grams Sodium Acid Phosphate (NaH_2PO_4)
2. $1\frac{1}{2}$ lbs. glucose - (Karo syrup will do)
3. Lemon juice to flavor
4. 8 glasses water

Serve preferably four hours before contest.

Phosphate is an important radical in most of the chemical changes that accompany muscle contraction. During strenuous exercise, probably because the cell membrane becomes more permeable, considerable quantities of phosphate escape from the muscle cell into the blood and urine. A resulting lack of phosphate in the cell could cripple the smooth procedure of important chemical changes. Extra phosphate in the blood would increase the inward pressure of this substance from blood to cells and thus counteract the tendency to its outward leakage. The glucose in the drink is the favorite fuel food of muscles. Since vitamin B_1 is an important coenzyme in sugar metabolism, some have deemed it useful to give also a little of this vitamin with the drink.

II. Buffer Addition

The second suggestion was reported as useful by H. Dennig in Über Steigerung der Körperlichen Leistungsfähigkeit durch eingriffe in den Saurebasenhaushalt. Deutsche Med. Worhenschr. 63, 733 (1937).

Contents (single dose)

1. 5 grams sodium citrate
2. $3\frac{1}{2}$ grams sodium bicarbonate (baking soda)
3. $1\frac{1}{2}$ grams potassium citrate

This 10-gram dose should be given two to four times after meals, one or two days before the event -- never less than five hours before the event. Dennig has given the salts in a capsule and also flavored with some pleasant tasting oil such as oil of peppermint.

This supplement consists of normal body ingredients which regularly serve to buffer or neutralize the lactic acid that forms whenever there is insufficient oxygen delivered in the muscle cells. More buffers would therefore postpone fatigue; but it has never been conclusively established that these buffer stores can be increased by feeding them.

III. High Protein

My third proposal is a way of increasing the protein intake, Proteins are not, as far as we know, needed as fuel by muscles, but most athletes crave a high protein diet. Dr. Diem commented on the high meat consumption of athletes at the Berlin Olympics (Olympic Review, October 1940, p. 1), and this writer made the same observation at Helsinki in 1952. Recently rats were reported to swim for an average of 24.7 min. when fed on purina chow, but when some powdered liver was added to the diet they swam 120 minutes. At least one well-known university team reversed its famous losing streak in a classic event when it systematically consumed a protein enriched diet for a number of weeks; and at least one spectacular football team consumed 40 grams of protein per man per day as a protein additive last Fall. The product used in each case was Provimalt, served in the form of a "milk shake." By mixing this powder in proper amounts with skim milk (fresh liquid or dry dissolved) and chocolate or other flavoring, it is easily possible to get 20 grams of protein into an 8 ounce pleasant drink. It is recommended that the extra protein be taken in mid-morning and mid-afternoon or otherwise spread out between meals. This dietary additive which is well known to the writer is probably the best of its kind. It may be secured from Humanic Brands, Inc., Summit, New Jersey. For professional facts on the product address Blake Snyder, 250 Park Avenue, New York 17, New York.

There is good evidence that the presence of all of the essential amino acids in liberal supply favors the growth of muscle. This probably accounts for the advantages that derive from having plenty of high grade proteins in the diet. Recent research has shown that if too much protein is consumed at one time some of it is wasted. Apparently tissue growth proceeds most economically when the amino acids from which proteins are synthesized are continuously present in optimal amounts. This is why more tissue forms when a given amount of protein is fed in several portions spread out over the day than when the same amount is eaten at one time.

These three helps to athletic performance are recommended to coaches as safe experimental procedures. The high protein diet and the phosphate drink will probably prove more satisfactory than the buffers. The author requests that dependable findings for or against their use be reported to him.

PANEL AT CONVENTION BANQUET

Summarizer: R. J. Donnelly, University of Michigan

Talk by Dr. Houston Peterson
Rutgers University

The topic of the evening, "The Place of Athletics and Physical Education in Higher Education," led the speaker to remark that the primary concern of higher education is with the education of young men and women in their late teens and early twenties. In higher educational institutions today there are certain cleavages in physical education and athletics. These cleavages are in the form of a kind of antagonism between (1) the academic faculty and the athletic coaches, and (2) the coaches and physical education staff. There is a need to close these cleavages. This audience is making a start in this direction by having this program of speakers here this evening.

The remainder of Dr. Peterson's talk was devoted to some idealistic suggestions that would assist in bridging the gulf between coaches, physical educators, and academicians. It is time, he said, to dispense with the obscure and preposterous notion that physical educators and coaches have a monopoly on character. What do you mean by character? What do you mean by courage? A person can get courage in a variety of ways. He can get courage in a glee club, dramatics, newspaper work, etc. There is no monopoly of courage by any group. More people have probably obtained moral courage by reading passages in the Bible and in Shakespeare than in any other way.

The speaker then turned to the topic of cooperation. What is meant by cooperation he asked. Many coaches feel that professors are not cooperating when they flunk athletes. Cooperation works both ways. Looking at it from the other side, it is safe to say that coaches and physical educators don't read as many books as they should. They don't take part in discussion groups. They don't listen to outstanding speakers outside of their field. They don't go to music festivals, plays, and other cultural events. There is room for physical education men to cooperate in this way. Dr. Peterson concluded his speech with the following statement: "Nobody has a monopoly on character, but everybody has an obligation to cooperate."

Talk by Dr. Norman Burns
Secretary, North Central Accrediting Association

Dr. Burns opened his talk by saying that the place of athletics in physical education and higher education was a simple question in theory but was a very complicated one to solve. Athletics and physical education make a contribution in higher education in two ways. They contribute first to the general education of the students and second in the preparation of the specialist. These are basic functions for a university to play. With regards to the general education of the student it is the university's role to educate all students up to the limit of their ability.

One of the difficulties in handling this problem of athletics is the shift of the program of athletics from the individual to the institutions. This shift of focus presents a new frame of reference. The quality of the athletic program is thereby considered from the standpoint of the effect it has on the prestige of the institution. Educational authorities then become interested in developing students who can bring prestige to the institution.

The present policies of the North Central Association have been based upon two fundamental principles: (1) make the individual instead of the institution the focal point, and (2) consider that athletics are to train the student with the welfare of the student in mind. In shaping its policies, athletes are not to be discriminated against but they are to be treated the same as specialists with promise in other areas of education.

The factor of public relations is something that is now being taken up by institutions of higher education to impress the public. Winning athletic teams are needed for public relations purposes. Some people believe we should call the intercollegiate program nothing more than a public relations program. We can look at the problem in two ways: (1) athletics can be an education program, or (2) athletics can be a public relations program. The basic difficulty of considering intercollegiate athletics solely as a public relations program is that the pretense of education is needed in order to make athletics effective for public relations purposes. As the situation stands today, there is fundamental differences between the two positions. We must try to find a middle ground for a starting place to resolve the differences.

Talk by Mr. Branch Rickey
General Manager, Pittsburgh Pirates

Mr. Rickey started off by saying that we need straight talk on this problem. We even need satirical sting if it will do the job. The problem of intercollegiate athletics is a complex question. It is a difficult thing, not to be solved readily. The speaker asked where is the basic point that we can start upon and can agree upon. The speaker proposed that we start with honesty and integrity. Colleges and universities should let their competitors know openly what they are doing in their athletic programs. Mr. Rickey emphasized that we have got to keep sports clean. Too many institutions are committed to trickery. They go the full limit to win. To solve this problem, a plank of sheer honesty is basic. Furthermore, we need an informed public opinion. The people should be told the truth.

It is not a true educative process if you have a boy who as an athlete in college sports has done something shady, something that he is ashamed to tell about openly later on in life.

Discussion Period Following Speeches

In answer to a question Dr. Norman Burns stated that the North Central Association is at present working on criteria that would apply to present conditions in intercollegiate athletics. The North Central Association is now, however, recognizing more frankly the conditions as they actually exist and is working toward the improvement of them.

Mr. Rickey pointed out that the more plain spoken we are, regardless of

where the chips may fall, the better off we will be. Mr. Rickey and Dr. Burns both believed that the honesty mentioned by the former and the welfare of the boys as proposed by the latter were two approaches similar in nature and might be considered a common ground for solving this problem. Mr. Rickey reiterated his stand that the issues hindering the progress of amateur sport should be brought out into the open.

Dr. Peterson utilized the parallel of the two extremes of the problem, with open professionalism at one end and pure amateurism at the other. He thought that the answer was in the middle rather than at either extreme. He stated that the amateur plays because he likes to play and most amateurs don't play very well. That has its compensation for the outcome of the game then does not take on an unduly serious aspect.

In answer to a question, Mr. Rickey stated that professional baseball is very interested in international competition and is giving serious consideration to it. He mentioned that in general he is in favor of Little League baseball and, in spite of the many bad features, that presently exist, the over-all effect is good.

In the course of the discussion it was proposed that Sunday night radio programs be conducted to inform the public on sports problems and the timely questions of ethics that arise, for example, in the big weekend football games. Everybody agreed that this was a praiseworthy idea but there was much doubt as to how such a program could be financed. It was furthermore pointed out that public opinion can be changed but it is ordinarily a slow process and requires leadership and hard work.

ADDRESS BY BRANCH RICKEY

Summarizer: Kooman Boycheff,
University of Chicago

In speaking of his experience in professional baseball, Mr. Rickey stated that he believed that it was better to sell a good player a year too soon than to keep a bad man a year too long. This led to a general statement that he believed it better to make a mistake too early in the right direction, than it is to do a right thing too late in the wrong direction. This has many implications for physical education and athletics.

Mr. Rickey did not believe that any reforms in athletics could be effected through the N.C.A.A. Any reform must come through the North Central Association or such organizations as the C.P.E.A.

The greatest service that we can render to athletics and physical education, Mr. Rickey stated, is the establishment of definite beliefs concerning athletic problems. It is not impossible to define, explain, and clarify our problems. An example is the great need to clarify the definition of amateurism. The case of Jim Thorpe was cited as an example of an athlete who committed an unknowing wrong. This case was the result of an interpretation of amateurism based on aristocratic implications of amateurism and lack of sympathy for the working people.

On the question of eligibility for intercollegiate sports, Mr. Rickey stated that all bona fide students should be permitted to represent their institutions if all institutional standards were met. Questions to be answered in establishing eligibility standards are: What are the eligibility standards for other activities such as debating? What is required to represent the University? Why? Who said so? Who is the authority and what is its source? The answers for these question depend largely on the definition of education.

Educational institutions should not compete in sports where they cannot afford to lose. They must maintain standards of honor and sportsmanship. If unethical practices prevail, such as the board, room, tuition, plus deal--if the tail wags the dog, should it be cut off? These problems can be solved if there is complete cooperation between the administration and the physical education department. Conflicts may arise, but with cooperation, they can result wholesomely. Controversies are blessings in disguise and will result in ultimate good.

Boys should be given a chance to earn their way in college, but the free ride does them harm. Hard work will not hurt athletes. He who works intelligently will have luck. (Luck was defined as the residue left after intelligent effort and application.)

Finally, Mr. Rickey emphasized the great difference between professional and college sport. Professional sport is hard to keep clean because of the money involved, but he stated it had been kept clean by rigorous controls. The question of money must be kept out of college sport in order that it may keep its educational significance and emphasis on the training of sportsmen and citizens.

"THE PHILOSOPHY OF SPORT"

Dr. Houston Peterson

Summarizer: Kooman Boycheff,
University of Chicago

In developing a philosophy of sport, it is necessary to have a broad vision of something fundamental and basic, and we describe this philosophy in broad terms or platitudes. We need to use platitudes, although their use is often criticized.

Sports, like the arts, are one of the few things that men participate in for the pure joy of it. Sport is an end in itself. However, sports serve other ends than their own and certain valuable outcomes may result from participation. Winston Churchill wrote in "A Roving Commission" concerning his early days that he considered polo as the prince of sports, because it combined hitting the ball with the pleasure of horsemanship and involved an element of loyalty common to games of football and baseball.

Dr. Peterson recommended the reading of the works of the essayist, William Hazlett, who had certain ideas on the values of sport. Hazlett believed that participation in sport was an escape from the drudgery of life. He wrote of the death of the greatest "fives" player in England, who had inscribed above his court, "Who enters here forgets himself, his country, and his friends." Dr. Peterson also described the philosopher Pascal as having the idea that sports served a function similar to a drug or opiate in which a man could lose his soul. Thorstein Veblen was cited as a philosopher who thought that participation in athletics was a revelation of arrested mental development, a throwback to the barbarity, ferocity, and cunning of primitive man.

At the Tuesday banquet, Dr. Peterson had stated that we in physical education and athletics had overdone the character training ideas, that all this emphasis on character was quite ridiculous. Therefore, between the extremes of the ideas of Hazlett, Pascal, and Veblen, and the ideas of those who make fantastic statements about character development from sports lies the middle ground of reasonableness in a sound philosophy of sport.

Dr. Peterson criticized the lack of training in individual sports useful in later life in the backgrounds of many students and even athletes prominent in team games.

He also criticized certain competitions of the United States with very small countries in international contests as a form of "athletic chauvinism" and thought the large countries should not compete with the small ones in certain sports. We should not dwell on American superiority in sports but rather, he stated, "Let's be sports."

SPECIAL AREAS CLOSELY RELATED TO PHYSICAL EDUCATION

CONTRIBUTIONS OF SAFETY TO COLLEGE PHYSICAL EDUCATION

A. E. Florio
University of Illinois

Because of time limitations, I'd like to present two specific areas on the college and university level with which we should all be familiar.

1. Safety as it is related to the general program of P.E. and intramurals offered to the entire student body, and
2. Safety as it is related to the teacher education program in physical education, health education and recreation.

In the first area the primary responsibility rests upon the administrator of the program and his staff. Leadership must be furnished by the Dean or Director in reference to:

(a) The departments accident policy (What are the necessary steps to follow when an accident happens)
(b) New staff members indoctrinated properly in reference to hazardous conditions in and around the gymnasium and athletic fields and in the activity itself
(c) Attention brought to the members of the staff about removing unnecessary hazards
  (1) should remove the hazard in order to participate safely
  (2) provide good leadership (which recognizes hazardous mechanical conditions and also creates an attitude of pupil responsibility)
  (3) provide a safe environment by good lighting--planning play areas with adequate space, smooth and level fields, etc.
  (4) Does not imply avoiding activity
(d) Knowing that all hazardous conditions cannot be eliminated the members of the staff should know how to be able to compensate for hazards which cannot be removed. (Swimming for example, must be taught to understand the hazard--7000 drown each year--develops adequate skill to participate)
(e) Creating unnecessary hazard by unequal competition--when students are poorly classified as to their ability, skill and capacity, can and should be avoided. Teacher should also control the behavior of the person who is reckless and foolhardy--can be done by emphasizing skill instead of brawn

All members of the staff should be familiar with the four basic principles previously mentioned:

(a) Understand the hazards involved in each activity
(b) Removal of unnecessary hazards
(c) Compensating for those which cannot be removed
(d) Creating no unnecessary hazards

One important contribution physical education can make toward eliminating and reducing accidents is by developing strength, skill and agility through the various activities. This carries over into the home, farm, industry, driving, etc. (Must be agile in these days of heavy traffic and millions of fast-moving motor vehicles)

Poor neuromuscular coordination undoubtedly is one of the principal physical causes of accidents.

Let us now analyze safety as it is related to the professional preparation of teachers. In analyzing many courses of study one finds very little directed specifically to developing the competencies the coach or physical education teacher must have to permit participation without unnecessary accidents. Many of us claim we integrate it or correlate it in the activities we teach but all too often it is just given lip service.

In our health education majors program, more time is spent on physical examinations, immunization, sex education, etc., than safety and yet when one analyzes the major causes of death of the school age group we find that accidents lead the group.

In analyzing school accidents we find that a disproportionate amount occur in the gymnasium and in outdoor athletics. True that the nature of the activity is more hazardous than sitting in an English class, but nevertheless many accidents in physical education, varsity sports and recreation can be greatly reduced and in many cases eliminated if we prepare our prospective teachers with the necessary knowledge, attitudes, and skill that will aid in eliminating accidents.

In many instances just acquainting the individual with the literature already developed would aid immeasurably.

One last observation or contribution in the area of teacher education. More and more emphasis is being placed on general accident prevention in our secondary schools and colleges and a great deal of emphasis on traffic safety. The subject of driver education is now offered in 8,000 high schools. In 1946 there were only a handful offering driver education in the curriculum. Special preparation is necessary and thus far teachers of physical education have done the most effective job--more teacher education courses should be offered in this area in our major curriculum. (Don't have time to show why we are especially suited to do this job).

According to Dr. Harry Rosenfield, leading authority on school accidents, many courts are waiving the rule of immunity in certain areas, one of which is athletic contests and in some cases complete immunity is waived. This means the individual instructor may be held liable in case of proven negligence. Not enough information of this type is given in our present teacher preparation work.

In conclusion, let us re-examine our program of safety education in the areas previously mentioned. One death on the athletic field or serious injury in the gymnasium or on the playground sets our program back many years.

CONTRIBUTION OF CAMPING TO PHYSICAL EDUCATION

R. E. Carlson
Indiana University

Extent and trends in camping

College courses in camping largely in departments of Physical Education

Community Consultant services of colleges

Camping cuts across all fields of education and recreation:

- Music
- Science
- Social Science
- English
- Arts and Crafts
- Health
- Physical Education

Physical activities in the camp program

- Opportunities to practice healthful living
- A balanced program that provides opportunities for properly selected physical activities
- Specific activities that touch field of physical education:
  - Swimming and small craft
  - Hiking, mountain climbing, canoeing, etc.
  - Winter sports
  - Fishing
  - Games and athletic events
  - Archery

Physical education may also be related to many other aspects of the camp program such as:

- Camp crafts
- Cook outs
- Trips

Good camping provides for one of the most favorable situations for education.

CONTRIBUTION OF HEALTH EDUCATION

C. V. Langton
Oregon State College

1. In all reciprocal relations the questions always arises "which does which to what?" Thirty years ago I would have thought an answer to this was of great significance. Today it only has academic interest to me. The important factor is the adequacy of the product of the interacting forces rather than pinpointing and cataloging the contributions of each area. The interrelations are so many and varied, definition of terms so diverse; that the establishment of clear lines of demarcation is impractical.

2. Definition of terms:
   - Health Education - Personal and Community Hygiene
     Health Services and Sanitation
   - Physical Education - Required service program, Intramurals, Recreation and perhaps Intercollegiate Athletics.

3. Recognized and Accepted Services of Health Education.
   - Health Service:
     - Medical Examinations for --
       - Exemption
       - Classification for activity
       - Council and prescription of Restricted Programs
       - Clearance to return to classes
       - Intramurals
   - Sanitation:
     - Physical Plant Sanitation
       - Toilets
       - Showers
       - Swimming
       - Building Cleanliness
     - Clothing
       - Suitable for activity
       - Laundry
   - Hygiene:
     - Appreciation of good health
       - General condition and fitness
       - Mental hygiene
       - Nutrition
       - Rest, relaxation
       - Fatigue

Many more examples could be cited, some perhaps not so apparent. Time does not permit their enumeration nor is any claim made that the features mentioned above are necessarily complete or even the more important ones. Further examination of intangibles, speculation, and crystal gazing would be of value only to the ultra specialist.

In general it may be said that the application and appreciation of these

factors as well as innumerable others has resulted in a more scientific, productive Physical Education program.

4. The understanding and utilization of the various work loads and their application in physiological improvement, stamina, speed, organic efficiency, etc., are based on principles of hygiene. In reality applied anatomy and physiology are essentially hygiene. If an objective of physical education is to include in its program only those things that enhance the well-being of the individual and eliminate those things which are detrimental--then physical education merges into hygiene and we are back where we started. "Which does which to what?" This is not important but the quality of the product of reciprocal forces is the significant factor.

CONTRIBUTION OF RECREATION TO COLLEGE PHYSICAL EDUCATION

Jackson M. Anderson
Purdue University

With the acceptance of the concept that recreation is a fundamental human need essential to the well-being of all people, there has been a rapid increase in the number of recreation programs provided by the various public and private agencies in the community. Some fifty colleges and universities have established professional curriculums in recreation leadership in an attempt to keep pace with the increasing demand for trained recreation leaders. A number of other institutions of higher learning have added one or more courses in recreation. In the majority of institutions offering professional courses in recreation, there is a close relationship between these offerings and the physical education program. This relationship has proved highly desirable because of the particular contributions which recreation can make to college physical education.

As early as 1917, the National Education Association listed "Preparation for the worthy use of leisure time" as one of the seven objectives of education. In seeking to accomplish this objective, the college has not only the responsibility of cultivating wholesome leisure-time interests, but also the responsibility of providing opportunities which will enable the boy or girl to develop skill in following these interests. Thus the physical education instructor is charged with the task of teaching each student the basic skills in a variety of interesting activities which he may enjoy the rest of his life. The failure to carry out this responsibility will deny young people the means with which to enjoy many recreation activities in later years.

Physical education majors on both the undergraduate and graduate level should be encouraged to take recreation courses which will broaden their vocational opportunities. In many instances, these students should be encouraged to minor in recreation. In some states, there is a noticeable trend toward school systems hiring physical education teachers and coaches on a twelve-months basis. In such cases, the individual normally teaches physical education and/or coaches during the school year and then directs a recreation program during the summer months.

Aside from the fact that additional placement opportunities may accrue to the physical education student with recreation training, methods courses and field-experience courses in recreation should be especially helpful to all prospective physical education teachers. This is true because most teachers of physical education are called upon to assume some recreation duties during the year. Teachers with special recreation training are better equipped to shift from the formal atmosphere of the classroom to the informal setting of the playground.

Physical education majors should be required to take laboratory courses in recreation which will give them experience in actually conducting recreation activities. Through this experience, they will learn to develop those qualities and techniques so necessary for effective leadership in recreation. They will soon discover that, unlike the members of a physical education class, recreation participants cannot be "herded" into activities in which they do not want to participate. Thus they will learn that the personality and enthusiasm of the leader are factors which will largely determine the success of an activity.

A comprehensive campus recreation program offering a broad variety of recreation activities to all students is a valuable asset to the college physical education curriculum. Physical education students working in such a program will have numerous opportunities for worthwhile experiences. These experiences will range from helping with the actual planning of the program to assuming the leadership of specific activities.

Many colleges and universities give field-experience credit to students helping with the campus recreation program. This practice is certainly to be commended and should serve as a strong incentive to draw physical education and recreation majors into the program.

In addition to providing valuable opportunities for leadership experience for many students, the campus recreation program provides an opportunity for all physical education students to apply the fundamentals they have learned. In his physical education classes, the student learns a number of basic social and motor skills. Through participation in intramural and other campus recreation activities, he has an opportunity to use these skills in a variety of interesting recreation activities of his own choosing. Thus the campus recreation program serves as a laboratory for the development of fundamental skills.

One of the most important functions served by the well-rounded campus recreation program is that of satisfying the recreation needs and interests of all students. Since these needs and interests vary widely according to the individual differences of each student, a broad range of activities must be provided. If the program is to be successful, it is especially important that the students themselves participate in planning and conducting the activities. Too often, the members of the faculty will arbitrarily decide what activities will be offered. If the students feel it is their program, and if they are given a strong voice in determining what activities are to be included, the program is likely to succeed.

In many instances, badly needed physical education facilities have been acquired as a direct result of the effectiveness of the campus recreation program. If it can be shown that this program has developed to the extent that additional facilities are necessary, this gives strong justification for the construction of new facilities which may also be used for the physical education program. As a rule, college and university administrators are reluctant to

back strongly a request for new facilities which will be used by a relatively small segment of the student body. However, if a request is made for needed facilities which will accommodate the entire student body, this is a different matter and the request is apt to get high priority.

In summarizing this discussion, it appears that sound professional courses in recreation and a broadly conceived campus recreation program make the following contributions to college physical education: (1) prepare students for the worthy use of leisure time; (2) broaden the student's vocational opportunities and learning experiences; (3) serve as a laboratory for the development of skills learned in physical education classes; (4) satisfy the recreation needs and interests of students; and (5) provide strong justification for the acquisition of needed physical education facilities.

GUIDANCE AND THE SERVICE PROGRAM IN COLLEGE PHYSICAL EDUCATION

C. C. Cowell
Purdue University

I. The Meaning of Guidance

A. Any service which helps students to create, extend, or change their purposes, helps to establish goals and aids them in improving their planning for achieving these goals, is guidance.

1. It does not mean imposing your point of view or purposes upon the student.
2. It does not mean making decisions for him.
3. It does not mean carrying the student's burden for him.

B. Guidance does mean:

1. Helping the student to find the goal-resources within himself, within others (other teachers, pupils, business men), or within the community which enable him to achieve his goal satisfaction.
2. Trying to understand another personality in order to assist him to decide where he wants to go, what he wants to do and how to best find or develop the goal resources which are necessary for goal satisfaction.
3. Dedication to the principles of self-understanding, self-determination, and self-direction.

II. The Areas of Guidance and the Relationship of Physical Education to Them

A. Educational Guidance
1. Makes known the purpose and offerings in the Physical Education Department.
2. Determines student needs and interests by interviews and tests.

3. Helps the student to understand the purpose and function of the department in relation to his needs as determined by interview and tests.
4. Exposes the student to try-out or exploratory experiences so that he may gain insight into the possibilities of activity areas.
5. Enlightens the student regarding intramural or club activities and encourages him to participate.
6. Appraises student progress and encourages a "success attitude" so that he will continue activity -- making wise choices on the basis of self-understanding, self-determination, and self-direction.

B. Health Guidance (Mental and physical health are inter-related)

1. Assists students in developing a well balanced program of physical activity and recreation.
2. Develops in students an understanding of the relation of physical education to health.
3. Helps students to evaluate their own physical assets and liabilities.
4. Encourages action on the part of the student which will result in overcoming remediable defects or to compensate in a wholesome way for those which cannot be remedied.
5. Suggests information (books, pamphlets, etc.) which will contribute to desirable health understandings and attitudes.
6. Cooperates wholeheartedly with the health services available in the school and community in the interest of student health.

C. Vocational Guidance (In the physical education situation this is most informal yet often effective.)

1. Learns what the student's vocational goal is.
2. Discusses informally with the student what skills and abilities are required for this particular task.
3. Encourages the student to evaluate the capabilities and interests with respect to requirements for the occupation mentioned.
4. Suggests sources of information, other men on the faculty or in the community with whom he may discuss his problem.
5. Stresses the place of health and physical fitness in relation to success in any occupation or in relation to the particular occupation of a given student.

D. Guidance for Personal-Social Adjustment (Adjustment is the process by which people meet their needs.)

1. Encourages the development of a broad range of friendships through activities of the program.
2. Tries to have each student feel that he is superior in some activity.
3. Encourages an "emotional climate" which encourages cordiality, informality, sociability, mutual helpfulness and an attitude of real play.

4. Fosters group activities which improve human relations and enable individuals to assess their social powers as members of groups by membership in informal teams, clubs and similar groups which are not entirely exclusive.
5. Evaluates the physical-education program in terms of some of the following basic-personality-need-satisfying criteria which students experience as a result of participation:

    a. Recognition, approval, appreciation, status
    b. New experience, excitement, adventure
    c. Affection, being wanted, a sense of belonging
    d. A sense of power, mastery, achievement, accomplishment
    e. A sense of protection and security, a release from anxiety and tension.

6. Understands and applies the important principles of sociometry and employs scientific devices for studying groups and examining the interrelationships existing between individuals in them in the interest of happier social adjustment, more effective learning and sounder mental health for all.

III. Who Needs Guidance? Who are the "Misfits" in the Gymnasium?

1. The wallflowers and the bench warmers; the non-participants.
2. The oversized and the overweight; the undersized and the underweight.
3. Those with other physical anomolies which attract attention and bring ridicule or censure on the student.
4. Those lacking individual and social self-confidence.
5. Those showing hostility and exhibiting negative or antisocial traits.
6. Those "showing off" or always seeking the center of the stage.
7. The timid, over-anxious, and fearful.
8. Those working far below their abilities and capacities.
9. Those who seem downright unhappy, moody, or depressed.
10. Those who feel isolated, rejected, and unwanted at home or in school.
11. Those who indulge excessively in fantasy or daydreaming and are overshy, timid and introspective.
12. Those who tend to belittle themselves and often stress their shortcomings.[1]

IV. Record Keeping (Most efforts at extensive, objective, and continuous record-keeping bog down of their sheer weight)

A. Purposes of a Record

1. To enable the student to evaluate his own developmental growth.
2. To enable deans, placement officers, and guidance coordinators to benefit by information which the physical department has accumulated regarding a student.

---

[1]Charles C. Cowell, Scientific Foundations of Physical Education. Harper & Brothers, 1953, p. 162.

3. To be able to assess rather quickly the strengths and weaknesses and general trends of development of individuals for counseling.

    a. A fairly simple graphic type of record where students are scored in terms of t-scale scores based on the performance of their peers seems desirable. This would also include a record of the self-expressive tendencies by listing the leadership, participation, and degree of skill in various activities.

CONTRIBUTIONS OF ADAPTED PHYSICAL EDUCATION TO COLLEGE PHYSICAL EDUCATION

R. Shelton
University of Illinois

I. The program of adapted physical education completes the total picture of the Physical Education Program. -- This area embodies one of the true principles of Physical Education in that it recognizes individual differences.

A. Responsibility of college Physical Education in providing:

1. Service Curriculum (University of Illinois Program) - A Prescribed Exercise Program. (The most important phase of the adapted areas since it not only gives service to the students, it provides clinical experience for the P.E. majors).

    a. Ten per cent of total service curriculum devoted to this program. This program is divided into (1) an adapted sports area, (2) an ameliorative and therapeutic exercise area.
    b. Medically supervised health service. Placement of students after a complete health examination.
    c. Part-time instructors (10) - Graduate students are used in teaching these classes and are thereby exposed to training and experience in

        (1) Organization and administration of a college program of Physical Education for the handicapped.
        (2) Clinical practice and participation as an instructor under medical supervision.
        (3) Patient contact - To actually work with disabled student to determine his ability and desire to work with the handicapped.

2. Professional Training. An undergraduate program for Physical Education Majors desiring to follow this field upon graduation.

    a. A specific curriculum should be constructed to offer necessary educational qualifications for:

        (1) Teaching in public schools.
        (2) Veterans Administration possibilities as instructors of corrective therapy.
        (3) Preparation of entrance into Physical Medicine.

    b. Clinical application. Early practical experience while major is taking basic science course. This can be provided through an adequate therapy center offering

        (1) Service Curriculum.
            Prescribed Exercise.
        (2) Outpatient Clinic
            Elective Program for any person prescribed by physician.

II. Correlation of Corrective Physical Education and Athletic Training. The area of Adapted should include prevention and treatment of athletic injuries to provide competent graduates to fill the following needs:

A. Elementary and secondary program needs. - Competent supervisors of public school programs involving all problems dealing with therapeutic Physical Education and giving Guidance.

1. Supervising regular teachers
2. Coordination with home and family physician. - Aiding in solving school home problems of disabled.

B. Better supervision and practice in prevention and treatment of injuries on practice field and during games.

1. Student training. - Organization of a student program and give in-service training to prospective students.
2. Medical supervision. - Coordination of a well-directed system of handling examinations and follow-up of treatment.

III. Contribution of Physical Education major (Corrective Therapy trained) to Ancillary Medical Team. A great need for physical education majors in medicine today.

A. Qualifications of Corrective Therapists for employment in Veterans' Administration Physical Medicine Programs, Military Hospitals, and Rehabilitation Centers.

1. Present V.A. needs - Peak load 1980 for World War II.
    a. C.T.'s in G.M.& S. Hospitals.
    b. Recreational Therapist in N.P. hospitals.

2. Military Reconditioning.
3. Kaiser Cabot and other private and public rehabilitation centers.

B. Education preparation for entrance into Physical Medicine. - The present curricula of Physical Medicine can be greatly augmented by Physical Education due to its lack of understanding of normal participation. It offers little or no teacher training - a must in trend of physical medicine.

(1) Physical Therapy.
(2) Occupational Therapy.

C. Outstanding attributes of the Physical Education Major's qualifications for a role in Physical Medicine.

1. He knows the philosophy, theory, and practical application of exercise.
2. He understands exercise tolerance. He understands the minimum and the maximum dosage the human body can endure.
3. He knows the effect of exercise on the abnormal and the subnormal because he understands the effect it has on the normal.
4. In knowing the tolerance of the normal individual he can better judge the progressive pace of the subnormal.
5. He has an understanding of the principles and practice of teaching exercise. Trend of therapy is into the home for the chronic, therefore, the therapist must be able to teach some one else how to administer therapeutic exercise.
6. He understands the principles of motivation in prescribing exercise.
7. The physical educator is a participant himself. He knows the price necessary to attain good physical conditioning, which is the big objective of the Corrective Therapist in combatting deconditioning.
8. He is physically able to handle the job. His personal physical conditioning is necessary in providing security of the patient in the "Safety handling the patient" program.
9. He is enthusiastic in his work as he likes to perform and appreciates physical progress.
10. His goal from the beginning is to help others and to teach his fellow man how to better care for his physical status.
11. He is an extroverted personality. He gets along wonderfully well with people. He meets people well and understands methods of appeal.
12. He knows how to command respect of others as he knows the principles of leadership.
13. He knows the psychological aspects of competition and is able to transfer this desire to the patient in his fight against his handicap.

A SURVEY OF THE SERVICE PHYSICAL EDUCATION PROGRAMS IN AMERICAN COLLEGES AND UNIVERSITIES

P. A. Hunsicker
University of Michigan

1. How many years of physical education are required for graduation? 0--11%; 1--21%; 2--57%; 3--6%; 4--2%; 5--0%; Varies with college within the university--4%.

2. Is credit granted for physical education courses? Yes--77%; No--20%; Varies with college within university--3%.

   If credit is granted are additional hours required for graduation? Yes--47%; No--53%.

3. What type of grade is given in physical education? Letter--66%; Numerical--11%; Pass or fail--23%.

4. Are students required to pass a swimming course for graduation? Yes--30%; No--70%. Or a proficiency test in swimming? Yes--33%; No--67%.

5. Which of the following courses do you offer in the service program and what is the approximate enrollment per year?

Course	Approx. Percent	Course	Approx. Percent
Archery	1.3	Squash racquets	1.2
Badminton	3.2	Stunts and tumbling	3.6
Bait and Fly cast.	1.1	Swimming	10.9
Basketball	7.3	Tennis	5.8
Bowling	3.6	Touch football	4.4
Boxing	4.3	Track and field	2.4
Correctives	2.2	Volleyball	6.7
Dancing	2.0	Weight lifting	1.6
Fencing	1.4	Wrestling	4.3
Golf	4.9	Others: Individual activities, Rifle,	
Gymnastics	3.5	Camping, Diving, Water polo, Life	
Handball	5.0	Saving, Horseback riding, Sailing,	
Ice Hockey & Ice skating	0.4	Crew, Hunting, Self-defense, Social	
Paddle ball	0.2	recreation, Backyard sports, Flicker-	
Physical conditioning	5.6	ball, Horseshoes, Lacrosse, Table	
Soccer	3.8	tennis, Sports lecture, Health instruc-	
softball	5.0	tion, Skiing and Winter sports.....	3.0
Speedball	1.9		

6. Do you grant credit or waive the requirement for a course if a student is able to pass a proficiency test?
Yes--8%; No--92%.

7. Are you currently using a physical fitness test in your service program?
Yes--35%; No--66%.

8. Are you currently using any sports' skill tests in your service program?
Yes--40%; No--60%.

9. Are you currently using any sports' knowledge tests in your service program?
Yes--52%; No--48%

10. Are you currently using any other types of tests in your service program?
Yes--22%; No--78%.

11. Would you use a standard physical fitness test if one were recommended?
Yes--53%; No--21%. Probably or possibly--26%.

12. What approximate percentage, if any, do each of the following contribute to the final grade given in a course:

Item	Percentage	Item	Percentage
Level of skill	27.8	Physical fitness	4.4
Knowledge	16.4	Others (specify)	
Attendance	25.0	Poise, Participation,	
Attitude	10.5	Health habits,	
Improvement	12.5	Sportsmanship.	3.3

13. Kindly select and rank five courses from the following list in which you would like to have a standard test or achievement scale. Assign rank number 1 to the course which you think has the greatest need for a test; 2 to the course with the second greatest need for a test; 3 to the course with the third greatest need for a test; 4 to the course with the fourth greatest need for a test; 5 to the course with the fifth greatest need for a test.

Course	Rank	Course	Rank
Archery	16	Gymnastics	13
Badminton	5	Handball	12
Bait and fly cast.	26	Ice Hockey	22.5
Basketball	1	Ice skating	27
Bowling	18	Paddle ball	28
Boxing	17	Physical conditioning	7
Correctives	14	Soccer	10
Dancing	22.5	Softball	8
Fencing	25	Speedball	22.5
Golf	6	Squash racquets	22.5

Course	Rank	Course	Rank
Stunts and tumbling	9	Weight lifting	19
Swimming	4	Wrestling	15
Tennis	3	Others:	—
Touch football	11	_	
Track and field	20	_	
Volleyball	2	_	

14. Approximately how many students elect physical education courses after they have satisfied the requirement? This question was poorly constructed and consequently the answers were not very meaningful. Fifteen schools did report percentage figures and the average of these was -- 20%.

PROBLEMS IN EVALUATING REQUIRED PHYSICAL EDUCATION PROGRAMS

Herman Segrest
Texas A. and M. College

After presentation of the report by Paul Hunsicker of the University of Michigan there was an open discussion on problems in evaluating Required Physical Education Programs. The Chairman made the following introduction to the discussion:

"It seems to me that one of the main problems that will be encountered in evaluating physical education service programs is the lack of uniformity of purpose of the service programs over the country.

"In the absence of standardization of purposes, and until such time that we do have standardization, it seems logical that the evaluation should be done in the light of the objectives of the particular institution being evaluated.

"The physical education activities taught in the physical education service programs of colleges and universities are extremely varied. This is due to several reasons. Five of the main ones, as I see them, are:

1. Equipment and facilities available.
2. Preparation of the instructors.
3. Administrative practices.
4. Geographical location of institution.
5. Beliefs of the different chairmen and faculties of the required programs as to what constitutes an adequate program. The beliefs of the chairmen and faculties are sometimes determined to a great extent by the desires of the students as to the activities included.

"If we agree that the evaluation should be done in the light of the objectives of the particular institution being evaluated then the quality of teaching is the most important item in evaluating physical education service programs. Proper evaluation cannot be done by merely checking the courses of study, schedule of classes, time allotment, facilities and equipment, and degrees held by the instructors. Quality of teaching involves such factors as the personality of the instructor, experience, enthusiasm for his work, knowledge of the activity; which certainly would include his ability to analyze form and his teaching techniques.

"In evaluating quality of teaching, among other things, the finished product should be tested. To do this is a difficult task in many activities, as it is necessary for us to know the student's native ability, his degree of achievement in the activity when he enters the course, and then the amount of progress that he makes during the course. It is said that we also should measure the student's social and psychological development.

"In some activities it is a simple matter. For example: At Texas A. and M. one of the objectives in the service program is to teach every student to swim before he graduates. This, like some other objectives, can be done by testing."

There was excellent participation by those in attendance, and it was agreed that there was a need for evaluative criteria in programs of Required Physical Education.

LEGAL LIABILITIES FOR INJURIES IN THE SERVICE PROGRAM

Howard Liebee
University of Michigan

The laws of our country are indeed in a state of confusion. For example, in 12 states you cannot marry your mother-in-law; in the other 36 you can. In nine states you cannot legally marry your wife's grandmother; in 39 you may. Thirty states prohibit marriages between whites and negroes; 18 do not. Kentucky recognizes 17 grounds for divorce; New York only one. With respect to the laws concerning liability for tortuous acts, there is also a lack of uniformity and consistency. However there are some common bases upon which specific principles may be formulated and stated. It is to these that I wish to direct your attention.

The question of legal liability for injuries in service physical education programs is a most fascinating one. I became interested in it approximately six years ago and sought to find information which would serve as guide posts in the administration of our program. A thorough search of the literature revealed that little had been written in this area. There was one book which had become outdated and a few paragraphs in several of the books on administration of physical education. Within recent years, more attention has been given this problem and today one may find some assistance but for the most part it presents the problem of torts for public school personnel. Little or nothing has been written for the colleges and universities and for those who teach in institutions of higher learning.

Most of the college and university people in our field with whom I have talked appear to have a "snug" feeling in regard to the possibility of being defendants for tortuous acts against students. They seem to have the idea that the law can't touch them. That they have some kind of statuatory or Divine Right immunity. To my knowledge no one of us has an immunity based upon "Divine Right of Kings." Each and every one of us is liable for his negligent actions and/or inactions if such result in injury whether it be to a student, a colleague, or a guest in his home.

While it is true that not many cases involving colleges and universities and their agents have reached the courts, there have however, been a sufficient number to establish and strengthen the legal principles along with existing statutes.

Broadly speaking, state or public institutions of higher learning generally are regarded as part of the state educational system although they are generally considered NOT a part of the common or public school system of the state in which they are located unless otherwise provided by constitution or statute. These public educational institutions of higher learning generally are held to be quasi-public corporations as distinguished from private institutions or corporations. A case against Purdue University in 1929 established the principle that such institutions are mere agents of the state in the furtherance of its higher educational system. This function is usually recognized as a governmental function and the constitutions of some have expressly so stated. I refer you to the case of Todd v. University of Missouri in 1941 in

support of this theory. Such institutions are immune from suit as tortuous feasors.

In many states immunity is NOT granted to private and/or charitable institutions of higher learning. Education in these schools is NOT regarded as a governmental function and the institution may be sued for injury resulting from tortuous acts or inactions. In 1944 Stanford University was the defendant in a case brought by a freshman who was shot in the eye by a small boy who was shooting pigeons with a BB gun on campus. The Court of Appeals held for the plaintiff. In 1941 Brigham Young University was held negligent for an act of one of its faculty members -- a chemistry teacher -- who left the chem lab unattended while a class was in session and an explosion resulted. It is highly important to note in this case that the negligent act was the employing of an incompetent teacher. The court in its opinion concluded: "It is enough to say that in our opinion the Supreme Court of Utah, after much difficulty and contrariety of opinion has definitely and conclusively for the present repudiated the doctrine of immunity generally accorded charitable institutions not operating for profit especially if the tort be against a paid student or in this instance a student." I wish to discuss this point further in a few minutes.

Yale University was held liable in 1942 when suit had been brought against it for recovery of damages as a result of a student falling into an excavation. The court held that a university must exercise reasonable care to see that the buildings and grounds are free from traps dangerous to life and limb.

With regard to private and/or charitable institutions, it may be said that whereas they be held liable for maintenance and operation of a nuisance -- a case against Furman University -- they may not be liable for the unauthorized acts of students or employees -- a 1925 Minnesota case.

The general powers vested in a state university or college to further the state's higher educational program includes authority to erect facilities, and maintain an athletic, physical TRAINING (terminology of courts), and games program. The cases reviewed support the authorization of boards of regents and trustees to erect gymnasiums, stadiums, swimming pools and other such facilities as are necessary to carry on these programs. Since the physical education of students including physical games, sports, and the like are generally considered an extension of the governmental function it is the common-law that in public institutions immunity from tort liability is granted governing bodies -- legislative enactment to the contrary. The general rule of non-liability of Boards of Trustees and Regents has been applied or recognized in connection with injuries sustained by students or other persons during class periods in physical education which by their action or the action of state legislatures has been made a requirement for graduation, attendance being made compulsory upon all students not suffering from any known physical disabilities. Who then could be held liable? The answer is obvious. The employees, the agents of the colleges and universities -- YOU and I.

However before liability can be imposed in connection with an injury, there must at least be some showing of negligence or fault on the part of some agency or its officers, agents, or employees. If the suit is directed against an individual the same holds true and it is elementary that liability cannot be predicated upon mere speculation or conjecture. It must be based upon actual proof both of negligence and of a causal relation between the negligence and

the injury. Redd v. School District 7, Wash. 1941. When then is one negligent? The courts have said that one is negligent when he fails to act as reasonably prudent and careful person would act under the circumstances. It is important to distinguish the field of negligence from both the unavoidable accident and the intentional tort such as assault and battery. If the injury results from conduct which was not intended to cause the injury and if that injury could not have been foreseen or prevented by the use of reasonable precautions then the law regards it as an unavoidable accident and imposes no damages. The historical development of the law of negligence has resulted in this group of elements necessary to the successful maintenance of a suit:

1. Duty to conform to a standard of behavior which will not subject others to an unreasonable risk of injury.
2. Breach of that duty
3. A causal relation between the conduct and the resulting injury.
4. Damage or injury resulting to rights or interests of another.

Negligence is then based upon conduct or behavior which should be recognized by the person acting as involving risk or danger to others. And one may be negligent even though he has taken careful consideration of the consequences of his intended act and has acted in conformity with his best judgment if that judgment is not in accord with the judgment a reasonably prudent person in his position should have exercised. This is extremely important. It is the courts who decide whether or not a person has been reasonably prudent in his judgment. It is their opinion or the opinion of lay people who determine negligence or the absence of negligence.

The reasonably prudent person is a creature of the mind. He is a person who always looks where he is going; doesn't daydream while driving a car; always waits for a train or bus to stop before getting on or off; never second-guesses a stop light; or pets a strange dog until he knows the animal is gentle. As you can see he is not the average man.

Based upon court findings and statutory enactments, I would say that the reasonably prudent and careful physical educator: 1. Knows the health status of his students; 2. Does not permit participation in activity without medical approval following serious illness or serious injury: 3. Makes frequent inspections of all equipment used in his program: 4. Conducts his activities in the safest way possible: 5. Checks the teaching and organization of such activities as boxing, wrestling, touch football, to insure students against negligent injury: 6. Is absolutely certain that personnel assigned to conduct an activity are qualified for that particular activity. (This is a recent trend in liability cases and it is the administrator who makes the assignment that is held liable if injury is result of negligence, especially necessary in swimming -- he has assigned incompetent individuals.) 7. Makes certain that the area in which he is conducting an activity is a safe one. 8. Makes certain that the activity is within the ability of the student to perform (- gymnastics -- trampolining. Case of student 200 pounds doing front somersault over "elephant," and Jitterbug Suit against Arthur Murray Studios.) 9. Has fully and carefully instructed his staff as to procedures for administering first aid and summoning medical attention or removing student to medical attention. (The courts have placed this order upon first aid procedures.) 10. Does not treat injuries: 11. Requires students who must wear lenses to wear pro-

tectors during organized class instructions and competition: 12. Provides supervision that is both adequate in quality and quantity: 13. Knows the state of the car and the qualifications of the driver if private transportation is used to transport students to and from facilities. (California case of 1941.) 14. Has at all times the safety of the students and their general welfare uppermost in his program. 15. Makes certain that instruction has been carefully given before performance is permitted. 16. Keeps an accurate and complete record of accidents and injuries.

Well, how many reasonably prudent and careful physical educators do you think we have? Are you? Is this person a creature of the mind? Does he exist? Perhaps you have not been the defendant in a tort case as yet but perhaps you could have been and might well be.

I have mentioned a number of circumstances in which physical educator might be held liable for negligence should injury occur to a student. May I mention briefly a few more. 1. Overcrowding of space--permitting excessive enrollment in a section such as indoor golf and swimming: 2. Failure to provide adequate protective equipment for boxing classes: 3. Failure to provide safety devices for the teaching of difficult gymnastic and trampolining stunts; 4. Failure to provide "spotting": 5. Permitting "blindfold boxing"--believe it or not--this activity is actually done in some service programs. 6. Failure to provide adequate teaching personnel for large classes. 7. Permitting fencing without adequate protective equipment. 8. I repeat--Assigning incompetent personnel to supervise or teach an activity.

The odds are that you will not be brought into court and charged with being a tort feasor. I am certain that you are at all times concerned with the safety of those students under your jurisdiction; that you are interested in the prevention of injuries rather than placing responsibility after an injury has occurred. Naturally all accidents cannot be avoided. Every program has them. We would have to close shop to eliminate entirely injuries for they do happen even in social dancing, table tennis and shuffleboard. And we would be guilty of a greater negligence in my opinion if we were to close our doors.

Just in case you should be a defendant, there are several legal bases upon which you might defend yourself.

1. Absence of duty to plaintiff. A man is entitled to be as negligent as he pleases toward the whole world if he owes no duty to them says Lord Esher, famous English jurist. This defense presupposes that no personal relationship existed between the plaintiff and the defendant.

2. Absence of breach of duty. Here the defendant's actual conduct is measured against the legal standard of the reasonably prudent and careful person to determine whether the defendant by his conduct exposed the plaintiff to an unreasonable risk or harm.

And it would be your defense to introduce evidence that your conduct met the standard required. It is well to point out that adults of superior knowledge by virtue of their professional experience or education are held to a somewhat higher standard of conduct than those of less experience or education. The courts do not require unreasonable precautions to be taken by teachers and administrators. What precautions must be taken depends on the circumstances. These along with absence of causal connection between conduct and resulting injury and absence of injury tend to keep the plaintiff from establishing his case.

Assuming that a defendant owed a duty to the plaintiff; that his conduct did not measure up to the standard required for one of such education and experience, what defenses does he have?

1. Contributory Negligence. Broadly it is the conduct on the part of the plaintiff contributing to the harm he has suffered which conduct does not measure up to the standard required for his own protection. If both parties are at fault, the law denies the right to recover. Even though the defendant may have been 99% contributory. A student must exercise the degree of care of his own welfare that a student of similar age, intelligence, sex, physical characteristics, education, and experience would reasonably be expected to exercise. If he fails to do so, he is denied recovery for injuries on the basis of his actions which contributed to his injury. This you see would vary with the individual. For example, a freshman in a compulsory physical education class changed without the permission of the instructor the height of a vaulting horse and attempted to do a "thief vault" with resulting injuries. Recovery denied on basis that the student did not act as a reasonably careful student would act under the circumstances.

2. Vis Major. Literally, An Act of God. If it can be shown that the substantial cause of the injury was an act of God, no recovery will be allowed. It is surprising to note the large number of people who view all accidents as acts of God. Thus where injury resulted from the slamming of a glass transom due to a sudden and unusually violent gust of wind, the court found no negligence. If however, an instructor has a golf class on the course and an electrical storm comes up and he has the class take shelter under a single isolated tree and lightning strikes the lethal blow, it is not an act of God but an act of stupidity.

3. Assumption of Risk. This means that the plaintiff has consented to relieve the defendant of his duty to protect the plaintiff from unreasonable harm and is based on the legal theory that "no harm is done to one who consents." Most courts accede to the general rule that a person who participates in physical education activities assumes the risks inherent in the activity even though he may be participating to fulfill a requirement. He does not however assume the risk of unsafe areas, defective equipment, incompetent instruction, inadequate supervision, or the performance of skill stunts above and beyond his abilities. This doctrine is not recognized in all jurisdictions. In Oregon it does not apply except in the case of master-servant relations. We must be careful of the application of this doctrine, since our relationship with students is one of loco-parentis and many times the actions of students are merely those of conformity to authority rather than voluntary actions. In many cases we "order" the student to perform. This defense is commonly used. For example, a freshman in a compulsory class made a leap frog over a piece of gymnasium apparatus after the instructor had demonstrated the proper method; told him he should not try it if he did not think he could do it since the jump was dangerous. Student attempted the jump; fell and broke his arm; and sued for damages (his parents). Court held for the instructor.

In another case, an instructor was found not guilty of negligence when a student was hit in the head with a basketball during a "free-time" period in the gymnasium. The instructor remained in the gym after the class and kept a sharp surveillance over all the activities but did not referee the

basketball game as it was not his duty to referee the so-called "free-time" games. It would be interesting to know what the decision might have been had he not been in the gym or had the game been a part of the regular class period.

4. Immunity. This defense I have discussed at considerable length. Unless you teach in the State of Iowa, you have no immunity. Public school teachers in the States of New York, New Jersey, and Connecticut are protected by their boards of education by statute. In California, governing boards are liable for negligence of employees. In Washington, circumstances surrounding the accident determine whether boards of education or employees are liable. In Wisconsin, the same is true.

5. Insurance. There are a few companies that sell this kind of insurance. Do not confuse it with the health and accident insurance or the benefit protection plans for physical education students and athletes. There is no connection. A student having a policy might collect $300.00 for injuries sustained and at the same time sue you for $5,000.00 for negligence in causing the injury. Nor will the comprehensive liability insurance you may carry protect you during your instructional and administrative duties. To have insurance protection against a possible suit it is necessary that you carry instructional liability insurance. This type of insurance is not costly. For approximately $3.50 more you can add it to your comprehensive policy. If taken alone, it costs approximately $7.50 for protection up to $10,000.00. On a group basis, it will cost in the neighborhood of $5.00 per individual. I do not represent any insurance company. I prefer not to recommend any companies to you. I suggest that you contact any casualty insurance company for further information. Just permit me to add one precaution in buying such insurance. READ THE FINE PRINT. Many companies will not pay if teacher were not alert; if he fails to give first aid or to give it properly; if accident did not occur in the performance of teacher's prescribed duties; or if accident were caused by teacher's willful, deliberate, or malicious act.

REPORT CONCERNING NEW ACTIVITIES AND CHANGES IN THE SERVICE PROGRAMS OF SOME COLLEGES AND UNIVERSITIES

Robert Kretchmar
Oberlin College

The following quotations are excerpts from the material gathered recently by Professor Herman Schnell of the University of Florida, concerning novel ideas and changes from routine in college and university service programs.

I Program Content

1. "We now offer bait casting in our program." (Muskingum)
2. "Will permit boy to substitute periods of hunting, fishing, and camping for physical education periods. Try to give students opportunities to do those activities that they do in life." (Ashland)
3. "We offer elementary and advanced sections in the majority of activities that we teach." (Texas A & M)
4. "One semester (minimum) required of men and women in co-educational class activities. The activity course embraces team, individual, and dual activities suitable for after-college participation." (Austin College)
5. "There is class instruction in recreational activities, with co-recreational classes in archery, fencing, golf, riding, square dancing, and bowling. We expect to add badminton and swimming soon to this co-ed category." (Ohio Wesleyan University)
6. "Ninety per cent of our activity classes are co-educational with the comen and men teachers being interchangeable. Offer course in body building (actually exercise for life approach -- many customers.) (University of Southern California)
8. "We offer a course titled Sports Survey which is a non-activity course and is designed to acquaint students with the theories, techniques, and practices utilized in sport activities. - - - Men with exemptions from Health Service are required to fulfill the one-year requirement through this course and others may elect it. A textbook is required for the course." (University of Michigan)
9. "A sports curriculum of twenty (20) different activities is provided to meet a wide range of student interests and needs." (Ohio State University)
10. "Lacrosse is taught in our program." (University of Florida)

II Class Procedures

1. "- - - this year we began the practice of taking one of the three required class hours each week for lectures, demonstrations, explanation of rules, and fundamentals of the various activities in the program." (Wooster College)
2. "Pupil--teacher planning. Student and teacher plan together the experiences in physical education in which they would like to participate, the

number and type of examinations, basis for grading, etc. We are setting up on an experimental basis for next semester a co-physical education class." (Lynchburg College)

3. "Every freshman given a personal interview. On needs revealed in his record, Navy Fitness Test, and interview, a program of activities is suggested to him." (Teachers College of Connecticut)

4. "Three weeks prior to the end of each semester each activity group is given conditioning to supplement their program. In fact, all sports have supplementary exercises but their tempo is increased before the date of the physical fitness test." (Western Reserve University)

5. "We have developed teaching outlines for all activities in the program. Also a manual of policies and procedures for the required program has been written to serve as a guide for both new and old staff members." (Columbia University)

6. "Some of our staff members use our duplication machine extensively to provide written material for their classes. One staff member had the captains in his touch football class develop five or six plays and diagram them. Copies of the plays were run off on the machine for each team member." (Oberlin College)

7. "Give typed units and instructions to all activity classes. Also have required reading assignments. Have definite system of grading which is summarized on a sheet and passed out to all students at the beginning of the term." (Texas College of Arts and Industries)

8. "Mimeographed Student Information is distributed." (University of Florida)

III Administrative Considerations

1. "Use physical performance test to classify freshmen into three groups (A.B.C.). Same battery of tests given to classify students for second semester. The 15 per cent scoring highest in the two tests and semester grades are permitted to register in elective physical education courses at start of second semester. More satisfying procedure to students that we have ever tried." (Duke University)

2. "- - - we schedule contests of various nature between our required classes. Adds incentive. Not to be confused with our intramural program." (Washington College)

3. "Combine men's and women's sections for square dancing." (Catawba College)

4. "Our staff members try to orientate the freshmen through an extensive orientation period regarding our required program. We use films, lectures, and discussions. We are now preparing a 16mm color film which includes all activities taught in our required and intramural programs." (Wake Forest College)

5. - - - we attempt to utilize the services of our specialists--the varsity coaches--in teaching their particular specialty in the program. These particular periods of instruction run for three to four weeks. The coach offers instruction in his sport in all of the ten classes of the Service Program which are offered from 10:00 A.M. to 3:00 P.M. Monday, Tuesday, Wednesday, and Thursday. When a coach finishes his particular unit, his assignment in the Service Program is complete for the semester." (West Virginia)

6. "We do not excuse varsity athletes from the two year required program - - -". (Washington and Lee University)

7. "We are organizing a remedial activity course for all handicapped with an advisory council made up from members of local County Medical Society.' (Austin College)

8. "- - - we believe lower division students should experience activity in the following four areas: team sports, individual sports, co-educational recreation, and co-educational aquatics." (Long Beach State College)

9. "We give all students a fitness test (Air Corps Test). This is given only after a month of class attendance and a reasonable amount of conditioning. Those who have a T score lower than 40 - - - are called in for consultation and advised to register for individual physical education." (Western Reserve University)

10. 'We segregate all students who are below average in fundamental skills and have adapted a program to suit their needs so that we can teach them at least one outdoor and one indoor recreative activity well enough for them to derive enjoyment - - -." (Columbia University)

11. "Our program affords the freshman who evidences outstanding athletic ability an opportunity to demonstrate his proficiency in swimming, two team sports, and two individual sports. If this proficiency is demonstrated, the student will be given credit for Physical Education 3 and 4." (University of North Carolina)

12. "- - - faced with the problem of a more than doubled enrollment with the same amounts of time, space, and facilities as in pre-war times - - - we turned to a testing program to help us out of our difficulty. We give the Indoor Battery of the F. W. Cozen's Athletic Ability Tests for College Men. On basis of their test scores we give credit for the semester." (University of Vermont and State Agricultural College)

IV Time Requirement

1. "We use 2 two-hour periods per week which allows the boy 75 minutes twice a week. Each period consists of 35 minutes of instruction - - - and 35 minutes of participation in previously learned skills in near game like conditions. The students seem to like this plan very well." (Rice Institute)

2. "- - - we require one semester only -- and that for civilian students. The military students are not required -- but may take it on an elective basis." (Virginia Polytechnic Institute)

3. "We do not have a required program. Our president will not require students to take physical education." (Name withheld)

4. "Our program is not required -- but students may elect it. Four units of credit are allowed toward graduation including grade points." (University of California)

5. "We have a three year -- six semester -- requirement with opportunity for the students to take proficiency test which if passed, will excuse them from the remainder of their requirement." (Oberlin College)

6. "Our program requires four semesters. We aid each student in filling out a cumulative sports record form during the pre-registration period. Then we assign them to activities they have not had. - - - our classes are truly and significantly instructional." (Sacramento State College)

7. "Four courses of $\frac{1}{2}$ semester hours credit required of all students in our General Education program. Credit given for participation in intramural and intercollegiate program." (San Francisco State College)

8. "Any student may waive his entire requirement (4 units) if he has the skills and adequate information. Any student may elect 4 more units to be counted toward graduation." (University of Southern California)

Editor's Note: In 1952 Mr. Sam Cooper of Bowling Green University made a survey of physical education programs in twenty-seven (27) Ohio colleges and universities. His study includes information concerning time requirement, credit granted, activities taught, grading, objectives, and uniform regulations. For further information concerning this study write to Mr. Sam Cooper, Department of Physical Education, Bowling Green University, Bowling Green, Ohio.

PANEL DISCUSSION ON INTRAMURAL PROBLEMS -- I

Paul Cieurzo
University of Rhode Island

The Chairman, Mr. Paul F. Cieurzo, University of Rhode Island, explained to the members present the purpose of this meeting; namely, questions and answers on Intramural problems, to be discussed by panel members and assembled members (35 present). He suggested that the discussion be restricted as much as possible to four areas; 1. Extramurals; 2. Eligibility; 3. Medical and Surgical Care; 4. Supervision.

The chairman introduced the Panel members (A. H. Rhoads, Ohio Univ.; Spurgeon Cherry, Florida; D. E. Richardson, U.C.L.A.; Rod Grambeau, Michigan; H. R. Ryan, McGill Univ.) and D. E. Richardson briefly outlined the report on "Problems of Intramural Sport Directors of the Southwest district as presented at the annual A.A.H.P.E.R. convention in Logan, Utah, April 8th, 9th and 10th." He explained that the purpose of this report was to create more interest in Intramural athletics in the Southwest district.

As a result of this report, the question was raised on Extramurals.

EXTRAMURALS: Mr. A. H. Rhoads, stated that Ohio University had started Extramurals in certain areas as an outgrowth of the Intramural program and to meet the needs of many students.

Vic Moore, Kent State University, also reported a similar situation in his particular area.

After a great deal of discussion on the value of Extramurals by the assembled members, there seemed to be a divided opinion on the value of Extramural athletics as a part of the Intramural program.

B. M. Whitaker of Texas stated that if students desired to compete with other universities and colleges on the Extramural level, then it became an important part of the Intramural program and should be sponsored by the Intramural department of the university concerned.

After more discussion on the relative values of Extramural competitions, it was definitely indicated that only a few colleges were interested in promoting Extramural sports competition as a phase of the Intramural program.

MEDICAL AND SURGICAL CARE: Most of the members present stated that there was sufficient medical care through their health service for all types of injuries occuring from Intramural competition.

Some members also stated that the health plan for Intramurals was the same as the health plan for Intercollegiate athletics. A few expressed their own peculiar health service plan; namely, the limitation of coverage for all types of injuries resulting from Intramural competition.

As a result of the discussion, since very little information is available, it was unanimously agreed that a study be made of the many types of health plans or insurance plans used by the various universities and colleges in the United States and that a report be made at the next convention.

It was also agreed that the educational institutions should not attempt to conduct Intramural competitions unless they are prepared to cover the cost partially, if not totally, for medical and surgical care of the students participating.

D. E. Richardson suggested that all members study their state laws relative to levels of liability and health service plans.

ELIGIBILITY: The chairman raised the question of Eligibility in Intramural sports and asked for general discussion.

E. Mendelsohn of the University of Louisville, listed four rules on eligibility.

1. All letter men are ineligible for Intramural competition in the same sport.
2. If a student is on an Intercollegiate squad after first scheduled Intramural contest, he is declared ineligible for that sport.
3. If a student remains with a squad for a full season, he is ineligible the next year for Intramural competition in that sport.
4. If there is any question regarding a student being dropped from a squad, his eligibility for Intramural competition is discussed by the Director of Intramurals and the coach.

Many of the colleges and universities represented adopt the rule that, if a student is dropped from a squad, then the coach must indicate in writing to the Intramural Director, the eligibility status of this student for Intramural competition.

INTRAMURALS IN HIGH SCHOOLS: Hartley Price stated that the problem re the promotion of Intramural athletics in colleges and universities is the situation in our High Schools. He added that Intramural athletics were not developed in the High Schools and that this should be a very pertinent problem for the Intramural section of the C.P.E.A. for future meetings.

The meeting adjourned on motion.

PANEL DISCUSSION ON INTRAMURAL PROBLEMS - II

Paul Cieurzo
University of Rhode Island

The Chairman, Mr. Paul Cieurzo, called the meeting together. He introduced Mr. Al Lumley, chairman of the Nominating Committee to present the slate of officers for the Intramural Section 1954. As there were no further nominations, the following were elected:

Mr. A. H. Rhoads - Chairman
Mr. H. R. Ryan - Chairman elect
Mr. S. Cherry - Secretary

The chairman introduced Mr. Harris F. Beeman of Michigan State and asked him to give a summary report of the 1953 Western Conference Intramural meeting.

During the presentation of this very interesting report, there was considerable discussion on various points namely:

How were officials secured for Intramural competition; the paying officials; medical and physical examinations; postponements in Intramural program; publicity.

The chairman asked for discussion on the question of postponements in Intramural competition.

Some colleges preferred to use the word "cancelled" in place of "postponed."

Many universities and colleges stated that they required a deposit on entering a team in Intramural competition. If a team defaulted, they would forfeit the deposit. Some universities and colleges permitted postponements if it were mutually agreed by the two teams concerned. Both teams were required to sign a contract and then it becomes the responsibility of the contract signees and not the responsibility of the Intramural department. It is interesting to note that most universities and colleges represented at this meeting do accept the responsibility in case of cancellations.

Next item for discussion was the method used for publicizing the Intramural program. Various ideas were brought to light regarding the publicity factor. The following ideas were presented: Newsletters, mailed to all competing units, giving results etc. were used by some universities and colleges. Others depended on the college paper printed once a week. The University of Florida had a very unique method of publicity. A paid student would deliver by Motor Scooter all pertinent news, schedules, results, etc., to all managers of competing units.

SUPERVISION: (a) Some universities and colleges had student assistants.
(b) Some universities and colleges had the Directors.
(c) Some universities and colleges had Assistant Directors.

TIME ELEMENT IN LEAGUE GAMES:

Most of the members present adopted shorter periods or quarters than regulation time.

In Touch Football, four colleges stated that they did not base the game on time but used 16 or 20 plays per quarter. This unusual method of conducting Touch Football was very interesting to the group present and I would predict that more colleges will use this method next fall.

The chairman, Mr. Paul Cieurzo who had to catch a train, turned the meeting over to Mr. A. H. Rhoads.

The chairman asked the group for suggestions for the 1954 meeting. It was unanimously agreed that a work shop and open discussion of the various problems would be the most interesting for the next convention.

The chairman stated that he and his committee would do various surveys next year and all results would be available to all members of the Intramural section.

The members requested copies of the report of the Western Conference as presented by Mr. Beeman and also the report of the Western Conference report on Extramurals to be presented next spring.

The meeting adjourned on motion.

REPORT OF THE NATIONAL COLLEGE TOUCH FOOTBALL COMMITTEE

A. H. Rhoads
Ohio University

The original committee on Touch Football was organized in December, 1950, at Philadelphia during the Intramural Section Meetings of the College Physical Education Association. This original committee included A. H. Rhoads, Ohio University; Rod Grambau, University of Michigan; Victor Moore, Kent State University; Eugene Hill, Illinois State Normal University; and Kenneth Boycheff, University of Chicago. A study presented at this meeting, concerned with injuries in touch football and their association to the rules of the game, showed evidence of the many variations as played in the colleges and universities. A motion was made, seconded and unanimously carried, that the Chairman of the Intramural Section appoint a committee to make a detailed study of touch football rules and the rate of injuries, as associated with specific rules, and to standardize the rules in terms of what might be accepted and used as a national game. The committee also was authorized to adopt a name for the sport.

A meeting of the Committee was held in the spring of 1951 in Detroit, at the time the American Association for Health, Physical Education and Recreation met. The outcome of this meeting follows:

1. The name of the game was to be "National College Touch Football" since it seemed to be the best possible name to describe the sport and it was agreed to keep the game as nearly like the regulation game as possible.
2. Objectives for the game were established, i.e.: (a) to sponsor a game for class and intramural play in colleges and universities as nearly like N.C.A.A. Football as possible with modifications and changes necessary for safety reasons; (b) to establish rules acceptable to all colleges and universities so the pattern of play is the same in touch football as it is in all other sports.
3. The Chairman was authorized to develop a set of rules, based on what was considered best, after a thorough study of the questionnaire survey pertaining to rule variations and injury rate. This study had previously been made and presented at the Philadelphia meeting.

The proposed rules were developed in June, 1951, and submitted to the committee members and others for approval, changed in accordance with the recommendations received, mimeographed and submitted to 165 colleges and universities, with the request they be used during the 1951 season. A following questionnaire was sent to those schools in November, 1951, to determine the number using the rules and recommended changes or modifications to improve the game. The results were quite gratifying since 102 schools responded.

The committee report of progress was presented at the Intramural Section meeting of The College Physical Eduction Association in Chicago,

1951. It was moved, seconded and unanimously carried, that a committee on National College Touch Football be appointed yearly by the Chairman of the Intramural Section of The College Physical Education Association. This Committee to be based on sectional representation of colleges and universities, in the United States, Territories and Canada, and with the responsibility of organizing the rule book for publication; making arrangements for its publication and seeing the rule book, after publication, is available to all schools as a non-profit enterprise. This Committee is also responsible for further rule changes in accordance with those made from year to year in N.C.A.A. football, and in accordance with the recommendations and findings as a result of further study by the committee.

The appointed committees, functioning through the Chairman and Editor, reviewed and corrected the mimeographed copies of the rules submitted to them in May, 1952. Right to use certain parts of the N.C.A.A. rules and to, in general, follow the pattern of organization of this copyrighted material was granted by N.C.A.A. The President of the College Physical Education Association made arrangements for publication of the Rules Handbook and it was published by The Athletic Institute, 209 South State Street, Chicago 4, Illinois, in December, 1952.

The committee met in New York in December, 1952. The following action was taken:

1. The 1952 committee be retained for at least another year.
2. The Chairman and Editor publicize the publications of the handbook through the District Committeemen.
3. The Handbook used for the 1953 year without change and if changes are necessary in 1954, a supplementary page be added to the Handbook unless the first printing has been depleted.
4. The Chairman request the committees on Rule Changes and Prevention of Injuries to make further study for improving the rules of the game.

The Committee is scheduled to meet in Chicago, Illinois, December 28, 1953. The agenda is as follows:

1. Roll call
2. Appointment of Committees for 1954.
3. Presentation of reports.
    1. Proposed rule changes
    2. Rate of injuries

    (The chairmen of the subcommittees of these divisions have made detailed studies through the District Chairmen during the past year.)
4. Rule changes
5. Publication of the 1954 Handbook.

The Chairman of the National Touch Football Rules Committee and Editor of the Handbook wishes to express his sincere appreciation to the officers of the College Physical Education Association and the Secretary, the District Chairmen and the subcommittees of the National College Touch Football Rules for their splendid cooperation and guidance in making this project possible. One man's effort is meager; group effort is infinite.

Respectfully submitted, A. H. Rhoads
Chairman, National College Touch Football Rules Committee

REPORT OF THE NATIONAL COLLEGE TOUCH FOOTBALL MEETING

The National College Touch Football Rules Committee was well represented with eight of the ten District Chairmen present as well as most of the members of the various subcommittees.

A. H. Rhoads presented a progress report which explained the development of the game and on accomplishments to date. It was moved, seconded and unanimously carried that this report be accepted.

Mr. Paul Cieurzo moved that the present Chairman and Editor be retained in office for another year and that he have the authority to change District Chairman or Members of the subcommittees if and when there be a need for doing so. Motion seconded and unanimously carried.

The Committees on Rule Changes and Injuries represented by Victor Moore, Rod Grambau and Paul Keen presented their findings as a result of a questionnaire survey submitted to the Colleges and Universities of the United States and Canada. The findings showed a lower injury rate in the schools when National College Touch Football was used. This Committee recommended that there be no rule changes for at least another year as a result of their study. This recommendation was put in form of a motion, seconded and unanimously carried.

As a result of a discussion pertaining to the present blocking rule, it was requested the Committees on Rule Changes and Injury Rate continue their splendid study and present their findings at the annual meeting next year.

It was also requested that the Chairman continue the study of the rules through the District Chairman, obtaining their reactions, and present his findings at the annual meeting next year.

Methods of publicizing the handbook were discussed and the Chairman was requested to use every feasible method to place the Rule Book in every College and University during this insuing year.

Meeting adjourned.

Respectfully submitted,

A. H. Rhoads, Chairman,
College Physical Education Association

AN AMERICAN FAMILY IN CANADA

by

Earle F. Zeigler
The University of Western Ontario

Five years ago when I was invited to assume a teaching post at a Canadian university, my first thoughts were of my lack of skill and knowledge in winter sports. You can imagine my amazement when I learned that winters in Connecticut were fully as difficult as those in southern Ontario. In fact, my family and I learned through the encyclopedia that London, Ontario had a mean temperature only one degree lower than New Haven, Connecticut.

Having been happily employed for six years at a time-honored New England institution of higher learning, a Canadian university didn't immediately appeal to me or my wife. In fact she was so sure that New England was our permanent home that she didn't even come along with me when I interviewed for the position. Needless to say that she was greatly surprised when I returned glowing with praise of Canada and Canadians.

I must admit that it did take a little while to adjust ourselves completely after we made the move on a very hot July 4th weekend in 1949. The moving van was sealed across the border until it arrived at London, where a representative from Canadian Customs examined the load. We were allowed to bring along all our personal effects as well as all our collies. The driver of the van was fined because he appeared at Rainbow Bridge over Niagara Falls on a holiday. We had no difficulty with Canadian Immigration at all, although I felt a little strange when we were called immigrants.

As we were being moved in, the helpful driver of the van plugged our refrigerator into the wall socket. You can imagine our consternation when nothing happened. No one had thought to tell us that this section of the province still had 25 cycle electric current. At this moment a burning odor became very noticeable from the living room where the radio-phonograph was gaily playing. I sprinted over and pulled the plug from the wall socket just in time to watch smoke drift upward slowly from the phonograph motor. We have been converted to 60 cycles since that time.

As we had just moved from a community in Connecticut where there were many young couples about our own age, we had often been quite frank in our discussions of many family problems. We noticed quite a change when we moved into this new Canadian community. The frankness was not present; in its place was a reserve and conservatism that is at times fine and at other times rather annoying and "stuffy."

There were also a number of words and expressions that we had to learn. A divan, for example, is called a chesterfield. No one ever speaks of electricity; here it is known as hydro (hydro-electric). Things aren't bad, they are grim. Youngsters wear running shoes and not "sneakers." Oh, yes.--The last letter in the alphabet is pronounced "zed" not "zee."

Another interesting item for the uninitiated was to learn that banks had nothing to do with mortgages on houses. These are handled by a number of

the large insurance companies of North America. Canadian banks are not permitted by law to engage in this kind of business. The feeling is that banks want to have their money more readily available in case of an economic depression.

Canadians maintain that depressions are never quite as serious here as in the States.

There is a general feeling on the part of many Americans, and a number of Canadians also, that living costs are not as high in Canada. Don't you believe it! A deep freezer that costs $300 in the U.S. costs $600 in Canada. Housing is probably a little cheaper in most sections, but a car that sells for $1,850 in America costs $2,525here. The only cheaper things that we can think of, off hand, are milk and also the dog food for our Collie kennels. If you have the money, you can get items of very fine quality here and enjoy the highest standard of living available anywhere. Canada may have the second highest living standard in the world, but the average man can get more for his money in the United States.

Our Canadian experience has been a revelation. Somewhere in my New York City and New England education reference to Canadian geography and people had been very slight. Before my wife and I moved to Canada, we knew that Canada was up north and that it was very large. The reader will be interested to know that I have yet to see a member of the Royal Canadian Mounted Police, not to mention one garbed in the traditional red coat and on a horse. My wife and I now believe that this ignorance of our good neighbor to the north would be shown by a large majority of the American people. In an ever-shrinking world Americans should know more or less about their neighbors.

Test yourself about Canada. How many provinces are there? Any Canadian knows how many states we have and can name most of them. Who is the head of the Canadian government? What is the capital of Canada? In what province is it located? What is the name of Canada's most recently added province? What is the Canadian dollar worth now in relation to the U.S. dollar? What is Canada's largest city? What is her largest university? To conclude this little quiz -- how many states would you say there are north of the southern tip of Ontario (Pelee Island in Lake Erie)? You will probably be about ten off the correct number. There are well over 20 states in this category. Have I made my point yet? No? Then name and bound the Great Lakes: Give up? The line for elementary school registration forms at the right.

(Answers to the above questions: (1) Ten; (2) Louis St. Laurent; (3) Ottawa; (4) Ontario; (5) Newfoundland; (6) A little over one dollar and four cents; (7) Montreal, over two million; (8) University of Toronto, 17,500 students, app.; (9) Parts of approximately 28 states are north of the southern tip of Ontario; (10) Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario).

It is common knowledge that there are more Americans of Canadian descent than there are Canadians (approximately 20 million as opposed to app. 14 million). Probably this has something to do with the fact that many Canadians seem to have a slight inferiority complex when it comes to the United States. Many people have asked why I left the United States to take a position in Canada. When I tell them that I had a better opportunity for professional advancement here, they usually shake their heads a little dubiously.

On the other hand, Americans react just the opposite; they cannot understand why we went to the land of "snow and Indians." My brother in New York, for example, gave me some triple-lined undershirts to wear during the cold winters. As yet it has not been cold enough to wear one and still remain comfortable. Of course there are some very cold spots, but not in southern Ontario. Extreme cold in the winter is not typically Canadian.

We soon learned not to make comparisons to the detriment of Canada. Such statements are just not "sound Dale Carnegie." Canadians take great pride in developing something that is "the best in North America." Now that we have been here for a while, we can speak more freely but still remain quite tactful. I sincerely believe that this is only right. If everything is better somewhere else, why not go there?

The reactions and remarks of some of our relatives in the United States are slightly annoying at times. My wife's cousin comes from a small town in northern Maine. We were a little confused when she wrote asking us when we were returning to civilization. It seemed futile to explain that we were living in a fine progressive city of over 100,000 inhabitants where the standard of living was fully as high as practically any city its size in the world.

Another well-meaning relation made the remark recently that he figured Canada and the United States should become one country. He said this as though he believed such a union would be a great thing for Canada, and that most Canadians were just waiting for such an opportunity. The typical Canadian's reply would give him a rude awakening. Despite the fact that Canada is bi-lingual, a strong national pride exists. There appear to be three groups of Canadians--one that wishes to break all connections with Great Britain, one that wishes to preserve the tie with the mother land, and a third group who never even think about it.

When we moved here, my wife was carrying our second child. One of her best friends offered to come up from Connecticut to keep house while she was in the hospital with the baby. It so happened that our friend was a Dodger fan and it was World Series time. She was truly making the great sacrifice by coming to this "foreign country" and missing out on the series. She was dumbfounded when our local radio station carried the entire series. As far as that goes, almost any schoolboy here knows big league ball players very well. To show further how thoroughly imbued Canadians are with American information, I heard one youngster taunt another recently. It seems as though the latter boy had to study. The first boy asked him if he expected to grow up and be president (not prime minister).

After five years of intimate contact with Canadians, I have come to the conclusion that there isn't much difference between the average Canadian and the average American. I suppose its hardly likely that there would be, as Canadians read many of the American magazines, hear many American radio programs, watch American television and see almost all American films. If anything, I would suggest that the Canadian is a little more conservative than his neighbor to the south. At the time of this writing the Canadian is worth almost three cents more than its U.S. dollar counterpart. This was caused largely by the fact that the dollar has been allowed to float free and by American investment in Alberta oil. A recent debate on a Toronto radio station dealt with a proposed limiting of American investment in an attempt to encourage Canadians to invest in their own enterprises. This conservatism can hardly be called a criticism. There seem to be good and bad, lazy and

industrious, and bright and dull individuals. If one has friendliness to offer, he receives friendliness in return.

The average Canadian seems a bit better informed about the world in general than his American counterpart. This may be because Americans feel that the world revolves around the United States and consequently do not at times consider their smaller neighbors (in terms of population).

Canadians are very proud of their educational system and rightly so. The various provinces have autonomy over their own public educational programs as the states do in the United States. Canada seems to have been able to solve the bugaboo of federal aid to education without federal intervention. This is something that America has been pointing toward with little success for some time.

Teachers in Ontario secondary schools spend at least five or six years in professional preparation after high school graduation. Specialists, the highest rating which can be obtained in Ontario, take a four-year honors course after completing Grade 13 successfully. There are very difficult provincial examinations after the fifth year in high school or collegiates (as they are called if the high school has a certain number of specialists on its staff). This fifth year is equivalent roughly to the first year at an American university.

In Ontario, prospective secondary school teachers must spend a sixth year (after the Grade 12 diploma) at the Ontario College of Education. This year includes the history of education, educational psychology, educational methods, and about a half year of practice teaching in the Toronto schools teaching several subjects under the watchful eye of a critic teacher. After this extended period of instruction the "neophyte" starts to teach at a wage that most of his high school friends who left school have long since exceeded.

Although many Canadians feel that they understand Americans quite well, it does seem as though they misunderstand some things that Americans do. A prominent Canadian insurance executive told me recently, while on an overnight trip to Montreal, that he figured Americans were quite different from Canadians. He finally blurted out that they were more brash and loud-mouthed, and then hastened to add that I was different. Do Americans really give this impression to others?

My wife came home quite distressed last year from a home and school meeting (parent-teachers), because the president of the group made a number of statements about American women living "out of cans" and not really being "good mothers." As it turned out, her acquaintanceships with Americans had only been very casual.

The recent Republican and Democratic Conventions before the last presidential election were the subject of interested but somewhat cynical amusement, similar to the reaction one gets from attending a zoo for the first time. It is a bit difficult for people to understand the often fierce internal criticism which appears in the "Excited States," as the U.S. is sometimes known in Canada. The recent evidences of wide-spread corruption within government circles were received here with worried shaking of heads intimating that it is strange that such things could happen.

In sports Canada is behind the United States generally speaking in technical proficiency. Ice hockey and lacrosse would be exceptions to this statement. Canada's relatively poor showing in the Olympic Games has been causing some concern in various quarters. There are those who have been

caught in the frenzied fever of the American sport whirl and who desire a winner at almost any cost. There is a large group, however, who have a little more of the British "sport for sport's sake" attitude. For this reason there does seem to be a saner attitude here toward competitive sports. The American influence is gradually winning out though, and one wonders if this is good. At the moment the West Point incident or the college basketball scandals are not within the realm of possibility in Canada.

By way of summing up this short exposition on Canadian manners and American lack of knowledge about Canada, it should be stressed that Canada is progressing in leaps and bounds. Americans should know and appreciate why this is happening. Whereas Canadians are always ready and willing to discover the "know-how" from the United States in certain areas, Americans seem to think that all the answers will come from within. Canada has been able to profit in many ways from American mistakes. Washington could well look to Ottawa to learn how Canada's Finance Minister Abbott perennially declares a sizeable surplus after the government's bills are paid.

Canada and the United States should be able to establish an even better working relationship. Whereas the United States is rapidly becoming a "have-not" nation, Canada has enormous untapped reserves of necessary minerals and vital materials. Canada needs manpower and the population in the United States is skyrocketing toward 200 million. There should be some way to exchange citizens for resources. Canada and the United States should establish some sort of dual citizenship for the protection and benefit of all.

Canada is now indeed, a land of opportunity. It is hardly likely that in the future as many Canadians will migrate to the United States as have done so in the past. As American citizens we have welcomed this enlightening experience in another country. Yet the United States is still our home. For the first time we really felt that we wanted to have a voice in the presidential election. We lived through every moment of the nominating conventions in Chicago. It is strange but you don't really appreciate something until you are completely away from it. We sing "God Save The Queen" with vigor whenever it is played, but it doesn't strike home the same way the "Star-Spangled Banner" does when one is away from home. I wonder if it ever will.

PHYSICAL EDUCATION AT THE UNIVERSITY OF SASKATCHEWAN

by

Robert Keefe
University of Saskatchewan

At the University of Saskatchewan the Department of Physical Education has a fourfold responsibility. It provides a service program, an intramural program, a recreational program and a teacher preparation program. In addition, members of the department act in an advisory capacity for the inter-varsity athletic program.

Because physical education is a part of the general education that all students should have, the university requires each student to take a class in physical education for one year, preferably in his first year. This service course provides the broad base for the whole program. Instruction is given in a wide variety of activities including tennis, golf, badminton, volleyball, basketball, gymnastics, wrestling, curling, skating, hockey, swimming, square-dancing and social dancing. In general students are given their choice of activities. However, all non-swimmers must take at least one term's instruction in swimming. The emphasis in the service course is on teaching skills, to encourage students to participate in the other parts of the program. There are over 800 students enrolled in the service course this year.

The intramural program operates under the supervision of the Men's Intramural Athletic Directorate and the Women's Intramural Athletic Board. These groups are composed of one student representative from each of the colleges and a member of the Physical Education Department. The basis for intramural competition is the natural friendly rivalry among the colleges. The primary objective of the intramural programs is to provide opportunities for all students to participate in wholesome competitive sports with other students of approximately the same ability. Intramural programs include track and field, soccer, tennis, golf, volleyball, table tennis, basketball, swimming, water polo, badminton, curling, hockey, and wrestling. Last year 82% of the men and 70% of the women participated in one or more intramural activities. These figures should be exceeded this year because of the introduction of several new activities.

The recreational aspect of the program is exactly what the name implies. All the facilities of the department, the gymnasium, the swimming pool, the stadium, the rank, and the tennis courts, are made available to the student whenever they are not being used for the organized parts of the program. Many students take advantage of these opportunities.

The "Group 8" program is primarily designed for students desiring to prepare themselves to teach physical education in the public schools. There are five courses in this program which strive to give the potential teacher both a theoretical and practical background of physical education.

Physical Education 11 includes the Introduction to Physical Education, History and Principles of Physical Education, and Organization and Administration of Physical Education. The practical work is compsed of instruction

in the basic team sports such as softball, track and field, volleyball, hockey, and basketball. It also includes participation in and calling of square dances and folk dances. For many teachers this will be their only class in physical education, which explains the all-inclusive nature of the course.

Physical Education 12 includes Anatomy, Physiology, and Kinesiology and practical work in individual and team sports such as tennis, golf, badminton, acquatics, and gymnastics.

Education 28a is a course in Health Education that is concerned primarily with personal health, school health, safety education, and techniques of teaching health.

Education 28b is a theoretical and practical course in Community Recreation designed to give the student a knowledge of recreation methods as applied to community organization.

Education 29 is the most advanced course and emphasizes Program Planning and Methods of Teaching Physical Education. Attention is also given to the coaching and officiating of all the basic sports. Physical Education 11 and 12 are prerequisites for this course. Physical Education 11 and 12 are also electives in the College of Arts and Science.

The total program of physical education has five basic objectives:

1. The physical objective promotes the normal growth of the individual and implies development in skill and ability in motor activities.
2. The social objective enables the students to work and play together harmoniously and prepares them to take their place in society.
3. The emotional objective helps the students to relieve tensions and pent-up emotions through physical activity.
4. The recreational objective encourages the students to develop good recreational habits that will carry over into adult life.
5. The intellectual objective seeks to provide the right balance between the mental and physical aspects of life.

John Locke, the noted English philosopher, once said, "A sound mind in a sound body is a short but full description of a happy state in this world." This is the philosophy of the Department of Physical Education at the University of Saskatchewan.

PHYSICAL, HEALTH, AND RECREATION EDUCATION IN CANADA

R. R. Ort
University of Western Ontario

General Education in Canada

Canada's Federal Government is responsible for the education of North American Indians, Eskimos, and people living in the Yukon and the North West Territories. Sometimes circumstances of national importance have made it advisable for the government to pass enabling legislation providing help for the provinces in specialized educational fields. In 1951 the Federal Government began to give financial help to higher education, because such assistance was needed desperately.

Education at the primary and secondary levels, however, is entirely in the hands of the Provincial Governments. When the British North America Act was passed in 1867, the Federal Government was barred from participating in the educational enterprise at the lower two levels.

The situation in education varies from Province to Province. This is natural as historical backgrounds differ and there are different racial and religious groups living in these relatively independent units. Largely English speaking Ontario has made provision for separate schools. Both Catholic and Protestant school systems in Ontario are administered by the same Department of Education. They are tax supported at the local level and receive considerable sums of money for the provision of educational services. The Province of Quebec is predominantly French in language and subscribes to the Roman Catholic faith. Here the organization of education comes under two separate divisions. The Protestant schools in Quebec are generally English speaking.

Professional preparation for teaching is provided for by each Province independent of any other system. This means that the issurance of teaching certificates is the individual Province's domain also. Provincial Normal Schools and Teachers Colleges operate during the academic year, but most Provincial Departments of Education conduct annual summer schools. Generally Provincial institutes are held in the spring, while the local teacher institutes function in the fall.

Public interest runs high over existing educational problems. People want to see improved educational standards in their communities. Most cities and towns have active Home and School Associations. These help to stimulate the interest of parents in one of their primary functions--the education of their children.

The four Western Provinces, British Columbia, Alberta, Saskatchewan, and Manitoba, have their own Provincial universities. Ontario, Quebec, New Brunswick, and Nova Scotia help a number of universities within their borders with provincial grants. The University of Toronto, Canada's largest institution of higher learning, might well be called a Provincial university. The other two Provinces, Prince Edward Island and Newfoundland, have Provincially supported colleges.

Health Education, Physical Education, and Recreation

For over a century Physical, Health, and Recreation Education have had a place in Canada's educational program, albeit a changing one. Lord Strathcona (Donald Smith) established a fund in 1911 to encourage the Provincial departments of education to improve their programs of physical education. His plan was to provide a daily instructional period of formal exercise in the public schools of the country. A syllabus used in England based on Swedish Gymnastics was authorized as the text.

Canadian schools did not have adequate space at first for a full programme under this type of gymnastics. Later when better facilities became available the emphasis had changed and there still was not enough room. There are some excellent physical education plants now in Canada. This writer feels, however, that rising building costs and the "academic mind" have caused much of the modern construction to be "building for the past." This is, of course, a personal opinion.

School health education came under the general heading of physical education initially and was considered supplementary. In the past few decades there has been an introduction of some public health services into the school systems resulting in certain definite advances. The need for improved school health education was stated in 1946 when a "Health Survey of Canadian Schools" was made. This report was prepared by a National Committee for School Health Research under the Canadian Education Association. It is significant that no university has yet seen the need for a major program leading to a degree in school health education, although this matter is being considered by the University of Western Ontario.

Improved health services in Canadian schools resulted from collaboration and cooperation of boards of education and boards of health. With regard to healthful school living, considerable improvement may be noted. Rural schools in a great many cases leave much to be desired in this regard.

Farm children do not have enough time to engage fully in after-school athletics and recreational activities. With consolidated district schools springing up, they travel a fair distance by school bus. In order to arrive home in time to help with the chores, they can ill afford to miss their ride. In cities after-school recreation programs have flourished.

Physical Education in the Elementary School

In all Provinces any physical education is taught by the classroom teacher. In Nova Scotia the larger school systems provide certified supervisors. Ontario, which is one of the more progressive Provinces, has approximately seven cities with competent physical education supervisors. Although there is a law requiring physical education to be taught, it is quite difficult to enforce. The Provincial Director has recognized this urgent need and in conjunction with McMaster University has promoted summer courses to prepare elementary school teachers for this phase of their work. The University of Western Ontario offers a similar course for public school teachers who are completing their bachelors' degrees.

In seven Provinces the physical education course of study has been revised within the past five years. Physical education is not yet mandatory in all Canadian elementary schools, but it is included in all curricula. The big

problem, as this writer sees it, is to lengthen the period of professional preparation for elementary school teachers. This is easier said than done, as the shortage at this level is great.

Specific health instruction periods are offered in some Provinces, while in many the health education is incidental with physical education and other subjects. School health services vary from Province to Province and also among communities in any one Province. Ontario is now taking steps to improve its school health education under the leadership of the provincial director (Gordon Wright). Speaking for Canada as a whole, it seems fair to say that in some schools some services are provided.

Physical Education in Secondard Schools

Secondary school physical education in Canada is improving gradually. In some Provinces curricula are being revised, which is usually a healthy sign. There are seven universities graduating degree teachers in physical education, which should bring further improvement also. Professional preparation for physical education started somewhat later than in the United States. Physical education teachers generally must be prepared to teach several other subjects in the curriculum. This stand has both good and bad points.

The amount of time allotted to physical education is quite variable. In some Provinces no actual period is listed; yet, other Provinces mention up to one hundred and twenty minutes a week. Facilities are seldom adequate either indoors or outdoors. Some of the newer schools have more adequate gymnasia, but this writer saw a new girls' gym recently that was only a little larger than a badminton court. Since that time it has been temporarily converted to a classroom, as the enrollment had increased. To add to the woes of physical educators, the Minister of Education in Ontario announced last year that for the time being Provincial grants would no longer be given on gymnasia alone until "essential building" was satisfactory. Music and home economics rooms were included in this ruling. This ill-advised policy may accomplish one purpose. It may teach physical educators that it is necessary "to reinforce their arguments as well as to raise their voices." Our public relations should continue to improve and we must do something about the "physical and recreational literacy" of our students. Effective tests and measurements to be the only means whereby we can convince parents of the urgent necessity for better physical, health, and recreation education programs.

The curricula in health education are generally under revision. British Columbia includes health instruction in a general educational course entitled "Effective Living." Although conditions are usually better in secondary schools, there are many school buildings below desirable minimum standards.

Organized recreation in the schools is increasing. "Fun Nights" and "Sports Nights" with social dancing later in the evening are offered in a number of communities. With the development of professionally prepared leaders in the field of recreation, it might be possible to arrange "extra-curricular" activities in such a way that a trained director of recreation could act as coordinator of the many phases of such a program.

As this report is being written (December 22, 1953), word comes down from Toronto that representatives of the high school teachers have voted for a mass resignation next May together with suspension of extra-curricular

activities when the 1954 spring term begins. The secondary school teachers group are dissatisfied over the Toronto Board's refusal to reconsider a single salary scale instituted for the elementary and secondary school teachers with equal qualifications.

They wish to be allowed to bargain separately. This matter is mentioned to show that popular team sports are deemed essential to the school's total educational program, although the basic issue of the matter places the teachers in a questionable position.

Physical Education for Student Bodies in Colleges and Universities

On the average physical education for the regular student body extends over a two-year period at the university level. The University of Western Ontario inaugurated in 1950 a one-year required program of physical, health, and recreation education. Students may shorten this period by passing entrance physical education classification tests.

Health instruction at Canadian universities is limited to short courses of health information including the presentation of selected films. A health service is reported at all universities, but there is little standardization of services. Only three universities have comprehensive health insurance plans including athletic injuries.

All universities offer intramural athletic programs, some of which might be considered outstanding efforts. Many other recreational activities are conducted but rarely under recreation directors as such.

Intercollegiate athletics are influenced largely by travelling distances. The Canadian Intercollegiate Athletic Union (Central) offers competition in many sports. In rugby football at the senior level, regular contests are scheduled among McGill, Toronto, Western, Queens, and McMaster. In the Maritime Provinces distances are less with resultant greater competition. In Western Canada distances are greater for Canadian universities and considerable competition is held with closer American colleges and universities.

Professional Preparation - Provincial Normal Schools

University entrance requirements are generally a pre-requisite for registration at Provincial Normal Schools. Ontario is now going to call them Teachers Colleges. All courses are of one year's duration, although some are contemplating increasing the length of the course to two years as soon as possible. Many elementary teachers get their B.A. degrees summers and thereby qualify for higher salaries. The shortage is so great at the moment that Ontario will qualify public school teachers temporarily with a Grade 12 education plus a five-week summer course in teaching methods. This is a great weakness in our educational system.

Professional Preparation in Faculties or Colleges of Education

The Ontario College of Education, which is affiliated with the University of Toronto, offers two types of certification for high school teachers. All prospective secondary school teachers must attend here for one year. At a time when it is so difficult to get and hold teachers in educational service, it seems quite unwise to require a six-year program above Grade 12 for a

Type 1 Secondary School Specialist's Certificate and five weeks above Grade 12 for a temporary elementary teaching certificate. It should be mentioned that secondary school teachers must complete two years of successful experience before receiving permanent certification.

Saskatchewan has a similar arrangement within the Provincial university for certification. This course comes after the awarding of a Bachelor's degree. The University of Alberta offers a course in its Faculty of Education for certification as a physical education teacher.

University Courses Leading to a Degree in Education Which Includes Certification

In Nova Scotia and New Brunswick the Bachelor of Education course in General Professional Education is for one year following the ordinary B.A. degree. The Nova Scotia course includes 65 hours of physical education, while the New Brunswick course includes 60 hours. No specific course work in health education is given.

In Saskatchewan, there is a four-year course in General Professional Education, which includes some compulsory physical education and offers the possibility of electives in both Health Education and Recreation.

In 1950 the University of Alberta made it possible for a prospective teacher to take a four-year course leading to the B.Ed. degree majoring in physical education.

In British Columbia, the B.P.E. course satisfies the requirements for entry to the one-year Teacher Training Course.

Courses Offered Leading to Degrees in Health, Physical Education, and Recreation

Seven universities in Canada are now offering professional courses in this field:

Name of University	Year Began	Length of Course	Degree
University of Alberta Edmonton, Alberta	1949	4 years above Sr. Matric.	B.Ed. (P.E.)
Univ. of Brit. Columbia Vancouver, B.C.	1946	4 years above Jr. Matric.	B.P.E.
McGill University Montreal, Quebec	1943	4 years above Jr. Matric.	B.Sc. (P.Ed.)
Universite d'Ottawa Ottawa, Ontario	1949	4 years above Jr. Matric.	B.A. or B.Sc.
Queen's University Kingston, Ontario	1946	4 years above Sr. Matric.	B.A. and B.P.H.E.
Univ. of Toronto Toronto, Ontario	1940	3 years above	B.P.H.E.
Univ. of Western Ontario London, Ontario	1947	4 years above Sr. Matric.	Honours B.A.

The University of Western offers also Canada's only course leading to the Honours B.A. in Recreation Education.

National Professional Organizations in Our Field

The Canadian Association for Health, Physical Education, and Recreation was organized in 1933. It was incorporated in 1951. At the moment one of its projects is the establishment of a National Professional Registry similar to that in existence in other recognized professions. The Journal is undergoing a period of gradual expansion emphasizing the development of Canadian writing talent in our field.

There are also the Parks and Recreation Association of Canada, The Canadian Teachers' Federation, and the Canadian Public Health Association.

Observations about Professional Preparation Programs in Physical Education

1. Arts and science background are excellent.
2. Facilities and equipment are generally quite good.
3. No graduate programs yet - staffs do not have enough advanced degrees.
4. Relationships with medical faculties at some institutions need clarification.
5. Activity courses are well handled - perhaps there is need for some standardization among schools.
6. Ample opportunity for student teaching available.
7. There is yet no major program in school health education and only one major program in recreation education.
8. We shall have our own "Jackson's Mill" report published soon.
9. All seven programs differ as shown by various conference reports.
10. Such items as admission standards, guidance and evaluation, cumulative records, placement and follow-up, and in-service training need more discussion and planning.

THE A.A.C.T.E. EVALUATION SCHEDULES IN HEALTH EDUCATION, PHYSICAL EDUCATION, AND RECREATION

THE DEVELOPMENT OF THE EVALUATIVE SCHEDULES

W. F. Meredith
University of Pennsylvania

In a paper presented before one of the General Sessions of the AAHPER National Convention in Los Angles, California, on June 10, 1952, Dr. Carl L. Nordly made the following statement:

"We are on the threshhold of a great cooperative era in the improvement of teacher education. This movement, long overdue, presents a distinct challenge to all of us. We must accept this challenge with the firm determination that our individual responsibilities to the public require each of us to play a vital role in the movement. Its impact will be felt for years to come."

Dr. Nordly had reference to the efforts of four groups: the National Commission on Teacher Education and Professional Standards; the American Association of Colleges for Teacher Education; the Coordinating Committee on Collegiate Problems of Teacher Education; and the National Council for Accreditation of Teacher Education (at that time only a proposal).

Although the decision was not unanimous our profession had cast its lot with the AACTE. Dr. W. L. Hughes had met with the Executive Committee of the organization in January 1950, to find out what status we might find with them. His report made to the National Continuing Committee of the Jackson's Mill and Pere Marquette Conferences at Dallas in April, 1950, led to the appointment of a Committee "to prepare, in cooperation with the AACTE, schedules and evaluative criteria for professional preparation" in health education, physical education, and recreation. This committee continued as a part of the effort of the National Committee for the Improvement of Professional Preparation in Health Education, Physical Education, and Recreation which was an outgrowth of the Continuing Committee mentioned above.

Dr. Nordly was appointed chairman of the committee to prepare the schedules and evaluative criteria and their development and use to date may be traced to his tenacity of purpose and efforts. The tentative schedules were prepared and submitted to the A.A.C.T.E. They have been used to a greater extent in visitation than those of any other special field.

THE USE OF THE SCHEDULES

By February, 1954, approximately 250 institutions will have been visited by the A.A.C.T.E. Since the visitation program started in 1951. Fifteen institutions have used schedules for subject areas; eleven have had a specialist in our area on the visitation team and others may have attempted some evaluation without a special.

Up to December 11, 1953, the distribution of schedules by A.A.C.T.E. and A.A.H.P.E.R. is as follows:

By AACTE	Health Education	Physical Education	Recreation
Free	88	142	106
Charge	90	138	88

By AAHPER	Health Education	Physical Education	Recreation
Free	400	400	400
Charge	426	592	451
Total	1004	1272	1045

This distribution should be gratifying to all concerned. In view of the few cases where special subjects have been evaluated it is reasonable to assume that they have been used extensively for self-evaluation. The reason for their non-use in evaluation to date is not known definitely although to a marked degree it has been due to the failure of special subject administrators to request that sepcialists be included on visitation teams. Procedures have been developed to encourage such use. The Journal of Health and Physical Education will contribute to this effort in an early issue and it is hoped that State Journals will cooperate.

The Development of a File of Personnel to Take Part in Visitations and Evaluations

In order to facilitate the selection of personnel in the special area of health education, physical education and recreation for participation in visitation, Dr. Laura J. Huelster, then Secretary of the National Committee for the Improvement of Professional Preparation in Health Education, Physical Education, and Recreation, undertook to secure acceptances from men and women in the profession to take part in the program. The project was turned over to your speaker in 1952. It had been decided that the National Office of the A.A.H.P.E.R. was to serve as a clearing house for the handling of the schedules to be used in visitation. It was now planned to add a file of interested and qualified personnel which would enable those concerned to secure names of available people without unnecessary correspondence and effort.

Five-hundred ninety-three men and women recommended by the State Directors or other selected people in the various states without Directors or Supervisors were contacted and acceptances were received from three-hundred-eighty distributed as follows: (Number contacted in parentheses).

Alabama	10 (11)	Kansas	4 (8)	New Hampshire	3 (8)
Arizona	5 (8)	Kentucky	13 (7)	New Jersey	6 (7)
Arkansas	0 (2)	Louisiana	11 (6)	New Mexico	2 (3)
California	30 (41)	Maine	4 (5)	New York	28 (34)
Colorado	4 (10)	Maryland	9 (13)	North Carolina	12 (15)
Connecticut	4 (9)	Massachusetts	15 (26)	North Dakota	9 (15)
Delaware	5 (7)	Michigan	11 (14)	Ohio	18 (24)
Florida	8 (10)	Minnesota	13 (14)	Oklahoma	1 (7)
Georgia	6 (10)	Mississippi	6 (12)	Oregon	12 (18)
Idaho	4 (6)	Missouri	2 (10)	Pennsylvania	18 (22)
Illinois	13 (16)	Montana	7 (10)	Rhode Island	7 (10)
Indiana	11 (16)	Nebraska	2 (5)	South Carolina	4 (11)
Iowa	4 (14)	Nevada	1 (3)	South Dakota	1 (2)

Tennessee	14 (20)	Vermont	6 (9)	West Virginia	2 (10)
Texas	11 (14)	Virginia	6 (7)	Wisconsin	17 (43)
Utah	7 (7)	Washington	10 (13)	Wyoming	0 (1)

George F. Anderson, Assistant Executive Secretary, AAHPER, in charge of the file in Washington reports (12-2-53) that his office "has had eleven (11) requests from institutions to include a specialist in our field on the AACTE Visitation Committees. One institution cancelled its request just before the visitation, although the specialists services had been secured. Eight of the visitations have been made and the two others are scheduled for early December. We have used twelve (12) people in all and the cards have been a life-saver in securing the people. Only one person has turned down an invitation to participate, and that was on the basis of previous commitments rather than an unwillingness to serve.

"We have been very fortunate in regard to expenses and I think in all cases to date at least part or all of the expenses of the specialists in our area have been paid by the institution visited. Dr. Pomeroy (of the AACTE) has been very good about encouraging institutions to pay the expenses of specialists and they usually contribute if they can.

"Dr. Pomeroy informed me that our schedules are being more widely used than any of the other special areas . . . "

AACTE visitations to date:

University of Connecticut - Carl L. Nordly
State Teachers College, Slippery Rock, Pa. - J. B. Nash
University of Texas - Joy Kistler
State Teachers College, Lock Haven, Pa. - George Douchat
Springfield College - George Von Bibber, Harlan Metcalf
Wayne University - Harry A. Scott
University of Kentucky - Karl Bookwalter
University of Utah - David Bartelma
State Teachers College, Kirksville, Mo., - George F. Anderson
University of Minnesota - Leon Kranz

The Future of Evaluation

Much has been said as to the future of evaluation and no one can foretell the future with accuracy. Some of us were skeptical of the value of association with the AACTE. Some felt we should form our own accrediting body. Others thought we should wait and see what the Gustafson Committee might recommend or what would come of the plans to organize a National Council for the Accreditation of Teacher Education. Still others wished immediate action to improve teacher preparation and these instigated the action which led to cooperation with the AACTE and the present status of the situation.

At the moment we know certain facts, some of which follow:

1. AACTE is still serving as accreditation agency for teacher education and will continue to do so until the National Council for Accreditation of Teacher Education (NCATE) starts its accreditation function.

2. NCTAE has been activated and has set a target date of July 1, 1954, to start accreditation. It has many problems which must be solved. As a consequence the target date of July 1, 1954, may be too optimistic.

3. The NCATE will:
   (a) Use the AACTE present list of accredited institutions as a preliminary approved list.
   (b) Use the AACTE evaluation schedules as a point of departure.
   (c) Work with regional accrediting associations in its accreditation procedure.

4. The AACTE will continue its established cooperative relationship with regional accrediting associations in the accreditation of teacher education. In these relations the AACTE:
   (a) Has proposed that the evaluative criteria be developed by teacher educators rather than by generalists.
   (b) Has proposed that evaluators of teacher education be appointed by AACTE.
   (c) Has endeavored to make some schedule revisions to conform to the format of schedules used by regional associations.
   (d) Recognizes the variations in the regional accrediting associations. Cooperative relationships vary between AACTE and each of the six regional associations.

5. The AACTE and/or the NCATE will continue to publish an accredited list of teacher education institutions. There are now 269 institutions with membership in AACTE.

There are clear indications that the present AACTE schedules as well as those in the special subject areas should be revised. There is a need to determine through research the crucial items in the present schedules. The revision process should involve a joint undertaking of the AACTE, the NCATE, and the representative of subject or area professional organizations concerned.

Our status seems clear enough. We should continue our cooperation with AACTE and plan to do the same with NCATE when they take over the situation. Much progress has been made since the Jackson's Mill and Pere Marquette Conferences. While the number of institutions where our specialists have taken part in the evaluations may seem small, I belive that the calls for evaluative schedules enumerated above reveal the fact that the staffs on many institutions have made self-evaluations and taken steps to put their own houses in order.

I am confident that much has been accomplished and that much remains to be done. We are in no position to sit back complacently feeling the task has been completed. We must double our efforts in the future to the end that we may know that teacher preparation in the fields of health education, physical education and recreation shall be equal to the best in other areas and that, more important than this, that the graduates of our colleges and universities shall go out into the field fully qualified by preparation and instilled with ideals that will enable us to lift our programs to the very pinnacle of success in contributing to the welfare of the boys and girls and the men and women of all ages in our nation. In the true sense of preparedness we have an obligation here which none of us can avoid if we are to continue in our current vocation.

AN EVALUATIVE STUDY OF PROFESSIONAL PREPARATION OF TEACHERS OF HEALTH, PHYSICAL EDUCATION AND RECREATION--A NEW YORK STATE PROJECT

Francis J. Moench
State University Teachers College
Cortland, N.Y.

Introduction

Health is of primary importance in the development of the individual in society and is recognized as one of the basic objectives of education. Health education, based on recognition of the value of human life and the realization of the need to preserve and improve life, must focus attention on the healthful functioning of the entire organism, inter-acting with the physical and social environments.

The individual in American life has been somewhat deprived of the natural opportunity for vigorous activity which is a biological necessity. Physical education activities, wisely selected and ably presented, provide a dynamic laboratory for the development of the whole individual. The development of socially acceptable and personally rewarding behavior takes place through group inter-action.

Recreation, in the sense of the constructive and satisfying use of an ever-increasing leisure, the inevitable heritage of the machine age, has become an important social and economic concern to the people of the United States.

Therefore, well-balanced, highly functioning programs of health education, physical education and recreation must be established in our schools and communities. If this is to be accomplished, provision must be made in institutions of higher learning for the development of the leadership essential to the success of such programs.

You must have recognized immediately that these statements are almost direct quotes from the National Conference on Undergraduate Health Education, Physical Education and Recreation, which was held at Jackson's Mill in May, 1948.

The reaffirmation of values and responsibilities by the professional leaders assembled there is not new nor strikingly different from the many recommendations made by former national and state committees interested in problems of teacher education. Basic statements of principle and conviction, and suggested generalized procedures for implementation may be found in the professional literature dating back to the early twenties. There were some differences in the Jackson's Mill report, however, for here is found a unified, coordinated and comprehensive approach to the problems which seem to be present in greater number, and the attempt to place the responsibility for preparing competent teachers and leaders on the joint efforts of the institutions of higher education preparing for these fields the administrators and teachers at work in the field, and the state departments of education and professional organizations vitally concerned with the establishment of standards of professional competency. We who represent teacher preparing

institutions should take the initiative. Many of the delegates assembled here today may be of the opinion that the problems of professional preparation are not of primary concern to them because they do not have specialized major curricula. Yet all of us are products of such institutions and surely we should have much to contribute.

With each reappraisal of professional preparation it becomes increasingly evident that we have not kept abreast with our background of knowledge and experience. We have certain convictions but do too little to carry them out; the implementation of recommended policies and procedures on the local institutional and state level flounders frequently in a maze of generalizations without attempts at practical and specific application and follow-through. We seem to be bound by the limits of tradition, by course titles and semester hours of credit, by vested interests, by limited horizons, by inertia and the lack of professional interest and foresight. We quibble over minimum standards. We set our goals in terms of quantiative factors, neglecting the all-important aspects of qualitative evaluation based on professional competency. As teachers, we are often content with providing the external essentials and neglect the intensely personal experiences found in human relationships.

We, in New York State, recognizing the many problems present, have attempted to do something about them. Using the excellent reports of the Undergraduate and Graduate National Conferences at Jackson's Mill and the evaluative standards and supplementary schedule of the AACTE as the background of reference, we are attempting to reappraise professional preparation in Health, Physical Education and Recreation. Our progress has been slow. Our accomplishments few. But we are working at it. I have been asked today to tell you about these efforts. I am sure many of you have participated in similar and perhaps more productive projects. Much of what I have to say may not apply in all colleges or states. I shall attempt to be brief, then, touching on the more significant procedures and outcomes.

New York State Projects

I will start the report of the recent effort in New York with a workshop held at Raquette Lake in September 1951. This was not a newly inspired approach to the problem; rather, it was an outgrowth of several previous isolated approaches over the past few years, which culminated in bringing together at Raquette Lake the forces most concerned with professional preparation. The workshop was under the combined sponsorship of the State Association for Health, Physical Education and Recreation, two agencies of the State Education Department--namely, the Bureau of Certification of the Division of Higher Education, and the Division of Health and Physical Education--and the State University Teachers College at Cortland. The purpose was to discuss major current issues in professional preparation in the special fields, and effect an organization for their study and attempted solution. A majority of colleges and universities offering major programs in New York (of which there are 17) sent representatives. Other participants, highly selected, included representatives from the State Education Department, State Association leaders, public school teachers, and administrators. A total of 28 representatives convened for three days.

In the opening session, addresses from the sponsoring agencies pointed up the issues.

An opening statement by the Chief of the Bureau of Certification presented a relatively new policy of the Division of Higher Education. It was significant in clarifying policy and in placing responsibility:

> "Recognizing professional maturity in teacher preparing institutions in the field, it is the purpose of the Division of Higher Education to place more responsibility for maintaining high standards of individual preparation where it belongs--on the institutions preparing teachers; upon administrators; and upon teachers themselves. This in no way indicates a departure from the high standards of which New York has so long used. It does mean a well-planned, cooperative effort to supply schools with highly qualified and competently supervised teachers. We are asking institutions preparing teachers to forge ahead in presenting programs which reflect sound educational thought and practice. In order to insure good teacher college programs, the Department will continue to work with institutions. Final approval of all programs will come only after an intense consideration of all the related elements.
>
> "College plant, facilities and personnel, and the needs of the public schools are given careful attention. Every detail of curriculum building must be analyzed before new programs are put into action. It is not necessary to outline further the processes of approval and accreditation. Lest these measures seem too restrictive, however, it should be said that the colleges are urged to experiment with well-planned programs. Our process of approval of college programs is a developmental process rather than a restrictive one. By sharing the ideas and experiences of the institution staff and the Department staff, we grow together in developing curricula which, it is hoped, will meet our present and near-future needs. Continuing evaluation and revision of programs are a part of the process. High tribute should be paid to college and university personnel in this state who are eternally engaged in studying and improving their programs.
>
> "The Superintendent's responsibility is more than administrative. The increased responsibilities which we ask them to share will bring us closer to the needs of the schools and the needs of professional personnel who serve the schools. Therefore, teachers are and will be reminded that they have a stake in the welfare of their profession and can contribute to themselves and the profession by personal professional growth. Our new policies, then, do not mean a relaxation of standards, but, rather, an increasing cooperative effort of all those involved."

This modern philosophy of accreditation with its relation to professional preparation herein expressed by Dr. Viall, is a long step forward when contrasted with the policies established several decades ago, many of which unfortunately are still in operation. Instead of placing the decision for establishing minimum standards or requirement for accreditation on a relatively few state officials in quasi advisory relationship with professional leaders in the colleges concerned, we are now challenged to bring together professional leaders who train our teachers, administrators who buy our product, and the teachers (the product itself), to assist state officials in appraising the program of professional preparation and the accompanying state certification requirements which have mandated the present pattern. Furthermore, instead of an

exacting, rigid set of minimum specifications expressed in a series of course titles and minimum credit hours, mandated by the state to govern certification and interpreted on the individual case level in the Office of Certification, this philosophy, carried out in policy and procedure, would place on the individual colleges and universities the development of new and better programs of teacher preparation in terms of established needs: would encourage them to experiment, to move from binding tradition, keeping in mind the inclusion of certain bodies of technical, professional and generalized knowledge, and the establishment of attitudes, skills and techniques which determine teacher competency. The most significant single recommended change--the evaluation of curricular programs to be made at the college level by representatives of the division of higher education and when the college curricula are approved, individual cases to be accredited at the end of successful completion and recommendation by the approved college.

At Raquette Lake, the following specific problem areas were selected for immediate consideration:

1. Review of present state certification requirements in physical education and health education, keeping in mind that any appraisal of this nature implies consistent and continuous review of professional preparation in teacher training colleges in relation to setting up programs to meet specific requirements, and programs which go well beyond the minimal requirements.
2. The establishment of standards for the preparation of recreation leaders with recommendation for certification with state license for such leaders.
3. The establishment of a program of preparation and certification with licensure of city and large village administrative directorships of health, physical education and recreation.
4. The consideration of a five-year program of professional preparation in physical education and health education.

The obvious questions were then discussed. What elements are there in the present certification requirements which should be maintained? What elements should be dropped? What new elements should be introduced? How can we depart from specificity in certification requirements and still make sure that adequate standards are maintanied? Is the time appropriate to raise standards to a five-year level such as are now required for teachers of the academic subjects? Should the five-year program, if initiated, include an integrated prepration for teachers of health, physical education and recreation? Is there a need for certification and licensure of recreation leaders, under boards of education, with a limited number of such professional positions in operation in the state? What should be the patterns of new state certification in recreation, and administrative directorships in view of the changed philosophy?

Groups were then organized, assigned responsibility for the exploration of specific problems with reports due at the final discussion. While few final accomplishments resulted from the Raquette Lake workship of 1951, the groundwork was laid for

1. Provision of a reorganized and reactivated standing committee of the state association whose responsibility it would be to take the initiative in the continued study of professional preparation in New York State.

2. Committee personnel was set up to study state certification standards in the two areas of physical and health education.

3. A committee was established to study the five-year plan for professional preparation in the special areas.

4. The groundwork was laid for extended professional preparation and standards for the accreditation of administrative directorships for cities and large villages.

5. The groundwork was laid for the establishment of state certification for recreation leaders.

6. Commitments were made by the representatives of the state education agencies, the representatives of the professional colleges and the state association to work cooperatively and continuously on this project.

The next special effort which I should like to report has to do with the work of the committee on the five-year program.

Realizing that the annual state association meeting in New York is held the latter part of January each year, at which time all standing committees report, this committee charged to study the five-year plan of professional preparation in health, physical education and recreation met at New York University January 3-4, 1952.

This conference was significant in its effect on total state project of professional preparation for it (1) put into operation the cooperative study by the three groups charged with this professional responsibility, namely, school administrators and teachers, professional leaders from colleges, and state officials; and (2) it moved in the direction of competency rather than length of preparation, number and names of courses and credit hours. A summary of the report of this committee follows:

"1. It is the judgment of the Five-year Committee that a five-year program cannot be considered until some preliminary work has been done. For example, it is the consensus of opinion that the desired competencies which should be developed in all potential health, physical education and recreation teachers must be studied. In light of this thinking on the part of the committee, it was recommended that this committee focus its attention on a curriculum approach. This is basic to determining the necessity and type of a five-year professional preparation program.

2. The committee recommended that the following steps should be followed in determining the nature and scope of professional preparation in health, physical education and recreation:

a. A list of competencies should be drawn up which are needed by all teachers, regardless of specialization. The Jackson's Mill report and the results of similar conferences should be utilized as a 'take-off' point for this compilation.

b. A list of competencies should be compiled which are needed by specialized teachers of physical education, health and recreation.

c. A list of measurement procedures and techniques should be developed and recommended which may be used in evaluating these competencies.

d. A list of guiding principles should be formulated which would be of value in organizing teacher training experiences for the development of these competencies.

e. The period of time that would be necessary to develop these competencies should be determined after the above steps have been taken. In this way the question can be logically answered as to whether 3, 4, 5, 6 or more years are needed to prepare prospective teachers adequately for their positions.

f. The competencies, as formulated and agreed upon by the profession, should then be translated into New York State certification requirements, and replace present semester hour requirements as listed.

3. The committee recommended that sub-committees in the areas of health, physical education and recreation be appointed by the chairman of the five-year committee. The specific responsibility of each of these sub-committees would be fourfold and would be concerned with gathering the information in steps a, b, c, and d listed under 2 above.

4. The committee felt that steps a, b, c, and d should be accomplished by a group representing professional preparation institutions. On parts e and f, however, the committee recommended that the various departments of the state education department and other individuals, in addition to the professional preparing institutions, concerned with this problem should be brought into the deliberations.

5. It is the consensus of opinion of this committee that the state association should recognize the financial outlay necessary for this project that the committee has proposed. Committee members are most anxious to give of their time. However, they feel that the financial outlay connected with travelling expenses, correspondence, etc. is something which they cannot afford. They, therefore, recommend that the state association make provision in its budget for an adequate allowance for this committee so that the purposes for which this group has been established may be accomplished."

For fear of burdening you with too much detail, I should like to summarize the project with a statement of further progress to date. First, it shows that state forces, particularly when concerned with change and progress which have legal implications, work slowly. It further shows that continuous activity is needed by professional forces if we are to move forward.

The state association at its annual meetings in January, 1952 and 1953, supported the work of the committee on professional preparation, and by resolution urged the state education department to move in the direction of certification for recreational leaders and city directors. This action was continuously supported by the professional preparation committee and the State Division of Health and Physical Education. The commitment made by the Bureau of Certification at the Raquette Lake conference in 1951 was not allowed to disintegrate through lack of follow-up by the professionally interested groups and individuals.

A pilot program for the preparation of city and village directorships was conducted at Cortland for two summers in 1952 and 1953. This program had the prior unofficial approval of the division of higher education. This followed the policy laid down that individual institutions were encouraged to move ahead in experimental programs. A more or less defunct section of the state association, the administrative directors, was invited to participate in a short-term institute each summer, conducted jointly with the pilot program of preparation. This professional group caught fire, the result of which is a well-

organized plan and study program culminating in a pre-convention program of the state association to be held in Buffalo in January, 1954. The division of recreation of the state association studied the needs for preparation of leaders and recommended a pattern for certification. Finally, in the late spring and early summer of 1953, the state Board of Regents approved both certification of city directors and recreation leaders. The official action taken is hereby presented:

City Administrative Directors

"Validation of a Physical Education and hygiene, health or recreation certificate to serve as a director of physical education, health and recreation. The validity of a permanent certificate for teaching physical education, health or recreation, issued upon five years of approved preparation shall be extended by the Commissioner of Education to include services as a director of physical education, health and recreation on evidence that the holder thereof has completed eight semester hours in approved courses and has completed five years of approved and appropriate experience.

Prepration: The content which follows will be used to appraise the said 8 semester hours program:

The interdependence and relationship of health education, physical education and recreation to general education; fiscal policy; budgets; legislation; education program plannings; significance of state policy in its relation to local programs; recent educational developments as related to state and local policy; relation of physical education, health and recreation to moral, social and civic development.

Experience: The candidate shall have completed five years of approved and appropriate service in the public schools in the fields of health, physical education and hygiene or recreation, or in a combination of these fields."

Certification of Recreation Leaders

"Recreation: 36 semester hours of technical recreation and a minimum of 18 semester hours of required related areas to include the following: earth science, biological science, applied physics, anatomy and physiology, personal health, 9 hours; art, crafts, music, dramatics, 6 hours; additional related areas, 3 hours.

The schedule which follows will be used to appraise the said 36 semester hour program:

Fields	Semester-Hour Minimum
Community recreation (history, principles, philosophy, organization and administration, community organization, and post-practicum seminars)	6
Outdoor education (school camping, camp leadership training and organization, camp and/or survival crafts, and administration	4

Applied social studies (including sociology, social problems, group work, adult education, group dynamics, labor and industrial relations, and counseling or guidance)	8
First aid and safety education	2
Recreation education skills and applied techniques	10
The above 10 hours to be distributed as follows: group games--2 hours: Dual and single games--3 hours: Group games of high organization--2 hours: Rhythms and dances--2 hours: Aquatics--1 hour.	
Additional hours in the above fields	6
	36 hours"

As a special subject field, it should be understood that 18 semester hours of professional education are required in addition to the 36 hours of technical recreation and the 18 hours of required related areas as described above.

Finally, the committees at work on the five-year program are completing their studies in the area of competencies, a report of which will be made at the January meeting of the state association in 1954.

Conclusion

Much work is still to be done. The initial steps have been taken. The pattern of organization has been established. The success of the project now rests in the hands of the professional leaders charged with this responsibility. Great expectations are held. Limited budgets for committee expense are assured. Additional workshops and conferences are in the offing. The co-operative and continuous attack on the problems of professional preparation in the areas of health, physical education and recreation, if followed through, should be productive of higher standards in the preparation of personnel and in improved programs for the participants in our schools, colleges and communities of New York.

STUDENT TEACHING

Clyde Knapp
University of Illinois

Approach to this discussion of student teaching will center about description of general characteristics of the program at the University of Illinois. No superiority of this program is intended to be implied. Description of a program permits illustration of experiences inherent in effective student teaching.

Student teaching at Illinois is done in a concentrated time in off-campus schools. This is accomplished through what we call the professional semester. At the start of the semester, students study for 6 weeks on campus. They study educational psychology, methods of teaching physical education, curriculum in physical education and in some cases tests and measurements in health and physical education. After six weeks of such study they go into schools for a six week session of student teaching. Following that they return to the campus to again take up the study of the same subjects they worked with at the start of the semester.

Student teaching is a hub around which instruction rotates. The course in methods of teaching physical education is directly correlated with student teaching. During the first six weeks of a semester on the campus, emphasis is given to getting ready for student teaching experiences. Following student teaching, emphasis is given to relating practical experiences during student teaching to the theories and principles studied earlier, and to sharing of student teaching experiences in the various schools among the members of the class who have taught in various locations. To a somewhat lesser extent student teaching also becomes the hub around which instruction in educational psychology and curriculum in physical education is geared. We feel that this procedure tends to help mold theory and practice, to help the student see practical applications and relate them to theory. We also feel that motivation for campus study is supplied by the prospect of approaching student teaching and by experiences in teaching.

In addition to six weeks of student teaching, which is required, we have an elective course which sends students into the school in which they later will do their student teaching, for a two week period, or more, in the fall of the year, starting when that school opens and continuing until the university fall semester opens. Students who take advantage of this elective course seem to get pretty well started in the school from the standpoints of getting acquainted with the school and the community, getting acquainted with the general characteristics of the physical education program, and seeing and participating in the problems of getting a school year started in the fall.

In selecting student teaching centers, that is, in selecting schools in which we place our physical education student teachers, we have attempted to answer two questions. The first one is, where are the good teachers? The second one is, where are the good programs of physical education? Students are sent to any location in the state where we find teachers and programs of physical education which we have evaluated as the best we can find.

Competences which we seek to help students develop include those centering about: knowledge of school and community, learning through observation, planning instruction, teaching in class and extra-class situations, dealing effectively with people, evaluating status and progress of pupils, and evaluation of his teaching by the student teacher himself. It should be noted that attention to the development of abilities in these several areas implies need for experiences in broad areas of school and community functions as well as primary teaching experiences in classes and with extra-class groups.

What experiences are appropriate for development of needed competences? Student teaching experiences may be divided into three areas: first, observation, second, participation, that is, helping to teach, performing some of the responsibilities of the teacher or those of a student leader, and third, and of course, most important, actual teaching, that is, teaching with complete responsibility.

During the early part of student teaching observation will occupy a larger percentage of the student teacher's total time than it will later. He takes a look at what is going on in the physical education program and in the whole school, gets his feet on the ground, thereby helping to develop his ability to have confidance in his own ability to fit into the school. Participation in teaching, helping to teach, working with individuals, small groups, helping with the routines, keeping of records, and so forth, starts off almost immediately when the student teacher undertakes his assignment. Actual teaching, that is, teaching with full responsibility, occupies a good deal more of the student teacher's time during the latter part of his assignment than it does earlier. The extent to which cooperating teachers, i.e., teachers who assume responsibility for student teachers, delegate responsibility for teaching depends to a considerable extent upon the cooperating teacher's judgment of the ability of the student teacher to teach effectively. It must be recognized that the first responsibility fo the school in which the student teaching is done, or of any school, is to its pupils. Neither the school nor the cooperating teacher can delegate full teaching responsibility to one whose teaching will result in inferior educational experiences for pupils.

Both cooperating teachers and college or university superivsors should help the student teacher. The cooperating teacher helps the student get acquainted with school and community, he helps with planning instruction, criticizes teaching by the student after observing it, he guides, steers, and helps according to the needs of the individual student teacher.

The supervisor -- college or university staff member -- visits several times during a student teaching period. He observes teaching and confers with the student teacher. He also confers with cooperating teachers and administrators. Approach of the supervisor emphasizes a consultant service. He makes himself available for help, rather than approaching from the standpoint of one who is checking up.

It is believed that a good student teaching experience should give the student opportunities to: observe and study a good school in operation, observe master teachers at work, participate in various teacher responsibilities, help with teaching, teach with full responsibility, receive continuous guidance and help from cooperating teachers, and receive occasional help from supervisors.

TRI-STATE CONFERENCE ON PROFESSIONAL PREPARATION IN HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION

Vernon Lapp
Alabama Polytechnic Institute

The Professional Conferences on Preparation in Health Education, Physical Education and Recreation for the States of Alabama, Florida, and Georgia have been meeting annually since 1949. The first conference was held at Florida State University, Tallahassee, in 1949 and had as its theme the "Interpretation of the Jackson Mills Report (1948) on Undergraduate Professional Preparation." The second conference followed in 1950 at the University of Florida, Gainseville and dealt with the further study and application of the Jackson Mills Report in our states. The Third Annual Conference was held at the University of Georgia, Athens, in November, 1951. The Jackson Mills graduate study was discussed at some length as it related to the areas of Health Education, Physical Education and Recreation. Undergraduate background for students admitted to the graduate program, relations with school administrators, job opportunities for the graduate students, certification requirements and problems in the elementary school were the main topics of discussion at the Athens meeting. The School of Education and the Department of Physical Education, Alabama Polytechnic Institute, Auburn, acted as host to the 1952 conference. This meeting was devoted to the discussion of competencies to be developed for the various majors in the three areas, responsibility of the college for in-service education of teachers, development of health councils, integration of our peculiar areas with areas in general education, improvement of public relations, standards for accreditation, competitive athletics for elementary schools and evaluative criteria and techniques.

To date, college faculty members, public health educators, recreation leaders, school administrators and state department of education officials have participated in the deliberations of the Conferences.

The main purpose of the conference is to consider in some detail ways of upgrading existing programs of professional preparation in health education, physical education and recreation. The conferences have given an opportunity for leaders to visit different campuses and study their peculiar programs. It has developed too, a camaraderie spirit among all teachers and administrators in the area. It has made all more cognizant of certification problems in the three states. It has resulted in posing projects for the upgrading of programs in all institutions. Leaders who have participated in all the conferences to date feel that it has not only done much for personal growth but has given all a greater respect for the potential we have in this area for the training of future leaders.

A DISCUSSION OF SELECTED PROBLEMS IN INTERCOLLEGIATE ATHLETICS

Summarizer: Francis Bearden
Teachers College, Columbia

An informal panel-type discussion on some of the major problems facing intercollegiate athletics was conducted at the recent College Physical Education Association's annual convention in Chicago, Illinois on December 29 and 30, 1953. The following persons comprised the panel:

Dr. J. D. Begelman, Director of Physical Education for Men, Hunter College--Chairman
Dr. Howard Danford, Director of Athletics, Florida State University
Dr. Glenn Galligan, Professor of Physical Education and Member of the Athletic Council at Washington State College
Professor Mike Gary, Director of Athletics at Western Michigan College of Education
Professor T. Nelson Metcalf, Director of Athletics at the University of Chicago
Dr. John Nichols, Director of Athletics at Oberlin College
Dr. Harry A. Scott, Professor of Health and Physical Education at Teachers College, Columbia University
Professor Alden Thompson, Director of Athletics at Wayne University
Professor Marshall Turner, Director of Athletics at Johns Hopkins University
Mr. Francis Bearden, Columbia University, Teachers College, Recorder and Summarizer.

The chairman began with a discussion on the background of intercollegiate athletics and announced the problems to be discussed by the panel.

All panel members did not entirely agree on some of the problems discussed; however, general agreement seems to have been reached on the following points.

1. The Role of Intercollegiate Athletics in General Education. It was suggested that general education, as far as this panel is concerned, means the common experiences that should be a part of the education of all people. Athletics is one of these experiences that should be a part of the education of everyone. All discussions on athletics should be approached from this standpoint. The program is an integral part of the curriculum and contributes to the development of the total personality of the individual, to sound citizenship, to economic independence and self-sufficiency, and approved standards of social conduct. These are the goals of general education and are also the goals of intercollegiate athletics.

Educational institutions do not exist for the purpose of earning money. Legally, they are considered to exist for the contributions they make to human welfare. No segment of the college can be justified educationally if it is

primarily a commercial enterprise. This is true of the program of intercollegiate athletics. It should be an integral part of the broad program of physical education. In some colleges, however, it is considered as a part of the public relations program rather than a phase of the general education program.

2. The Scope of the Intercollegiate Athletic Program. In considering the scope of intercollegiate athletics, it is well to emphasize that physical education is a method of education which utilizes the activities of the program to provide the means whereby the conduct of the student may be modified to achieve the objective of general education for all students. The tools of physical education, therefore, are the games and sports which make up the program. It is through these motor activities, which are properly classified, graded, selected, and taught that physical education makes its unique contribution to the general education of youth. The activities of the program provides the means whereby the student acquires educative experiences; they are never to be considered ends in themselves.

The philosophy underlying a modern program of intercollegiate athletics dictates that there should be a wide variety of sports from which the student might choose. The program should be so organized and administered that it will provide an equal opportunity for all sports to thrive. In addition, the instructional program in intercollegiate athletics should be so effectively organized and presented that a minimum of time will be required of the student who elects to participate therein.

3. The Control of Intercollegiate Athletics. In all matters pertaining to the program of intercollegiate athletics, the local educational institution should be autonomous. Rigid standardization of practices is no more desirable in athletics than in other areas of the educational curriculum. The doctrine of individual differences is as valid for educational institutions as it is for individuals. This is being discussed by our accrediting associations. Local college boards of control, therefore, with the assistance of professional educators, have not only the right but also the responsibility of formulating the philosophy of the institutions under their guidance and control. In addition, these boards have the right and the responsibility to determine what is to be taught in the institution, how it shall be taught, who shall teach it, and how it is to be financed. This applies to all matters relating to athletics as well as to other phases of the educational program. The local board, as well as others who have responsibility for the control of athletics in the college, may be guided by criteria established by the local conference of which the institution is a member, or by national federations or associations. These criteria, however, should be regarded by the college merely as minimum standards of acceptability and as points of departure leading to higher levels of institutional control of all phases of the program of intercollegiate athletics. It is in these higher levels of control that the institution achieves uniqueness and distinction, as well as the satisfactions to be derived from controlling its own destinies insofar as athletic competition is concerned.

4. Participation in Intercollegiate Athletics. Since the beginning of athletics in colleges, scholastic eligibility for the privilege of participating in competitive sports has been a persistent problem. When colleges first

began to recognize the existence of athletics on the campus, they were quick to indicate that the primary purpose of education was to train the mind. In a spirit of toleration the policy was established that if a student wished to waste his time in extracurricular pursuits, he first must maintain high marks in his academic studies. Thus, the practice was generally adopted and persists to the present time. Any student should be permitted to participate in any college activity so long as he is a bona fide member of the student body and fulfilling all of the requirements, academic and otherwise, that are necessary to remain in the rolls of the institution. If he fails to measure up to these requirements, he should be given the proper remedial treatment or removed from the roles of the institution, thereby forfeiting his right to represent the student body in athletics or in any other student activity. The practice of making special requirements for the athlete and setting him apart from other students should be eliminated. The sooner athletes come to be regarded as normal members of the student body, and are treated as such, the better it will be for all concerned. Members of the representative athletic teams should be shown no special favors; neither should they be made to meet any requirements not exacted of other members of the student body.

If a student is well selected in the first place and properly stimulated through guidance to the point where the academic subjects are meaningful to him, the athlete will not be found wanting in matters relating to scholastic achievement. For the member of the general student body in many colleges, the opportunities for membership on representative athletic teams are rapidly disappearing. Athletic competition is increasingly becoming highly specialized.

5. Financing Intercollegiate Athletics. Through the persistence of students and alumni, athletics ultimately came to be tolerated as a phase of student life under the rigid control of educational faculties and with the understanding that the program finance itself. Thus students and alumni, who waged the aggressive battle for acceptance of athletics as a bona fide student body activity, were compelled to resort to a wide variety of ingenious plans to finance the program. Opposition on the part of the faculty came to be a form of competition in itself and served only to whet the determination of students to promote the program of athletics no matter what the odds. They taxed themselves as individuals, pleaded for gifts from family and friends, incorporated themselves into student athletic associations for promotion of sports as a business, built stadiums and other facilities to increase earning capacity, and otherwise proceeded to acquire the funds with which to finance the program of competitive athletics. In retrospect, it now seems quite apparent that the initial blunder in this long chain of events must be ascribed to the professional educators, who unwisely rejected all opportunities to accept responsibility for the organization, conduct, and financing of the program of competitive sports. Many educational institutions have come to realize that the only hope of gaining complete control over athletics is to accept full responsibility for financing the program. When this step is taken, it becomes possible to effect true institution control of athletics and to harness the tremendous vigor, vitality, and wholesome enthusiasm for the program in the interest of the education of all students.

Respectfully submitted:

Francis W. Bearden
Recorder and Summarizer

Sub-Committee I on Trends

CURRICULUM RESEARCH COMMITTEE OF THE COLLEGE PHYSICAL EDUCATION ASSOCIATION

Charles C. Cowell (Purdue), Chairman
Charles P. Erdman (DePauw)
C. O. Jackson (Illinois)
Carl T. Nessley (Ohio University)
Hartley Price (Florida State)
Wesley Staton (Florida)

I. CURRICULUM DESIGN: ITS NATURE AND MEANING

A design is a mental scheme or plan of something to be done. Many factors are involved in the development of a design for a physical education curriculum, yet each factor is related to every other factor. We must recognize the bases we use for decision-making in curriculum planning and development and understand the relationships which exist between the important elements.

One of the difficult tasks of your committee has been that of relating the various elements of the curriculum to one another so that a clearer picture of the total design might result. We have various sub-committees of disparate individuals working on isolated elements of the total design. One group tackled trends, another objectives, another content and so on without ever being able to sit down together. This has prevented adequate integration and the evolution of an adequate design. Your general committee chairman, Elwood C. Davis, is quite aware of this and is doing something about it.

What are some of the important components of a curriculum design? The following are suggested:

A. Our Basic Social Philosophy. What are the social needs of American democracy? What are our social ideals? What is the social function of physical education in the education of effective democratic citizens?

B. Our Basic Education Philosophy. What are our basic beliefs concerning the nature of the individual, how he learns and the directions in which we should try to change him through physical education experiences -- our objectives?

C. The Content or Subject-Matter of Physical Education. What should be the nature of the experiences that children and youth should have in physical education? What kinds of experiences are best suited to the achievement of our objectives?

D. The Problem of Progression. How shall we determine the order of priority in what we teach or "what should follow or precede what"? Is what the child learns in the second grade based on what he learned in the first grade and planned with reference to the developmental tasks he will face in the third grade?

E. The Concept of Basic Personality Needs. What are the physical, social, and emotional needs of children and youth at various developmental levels at which we find them? What are the "developmental tasks" of physical education at each level? Acceptance, a feeling that one "belongs", a sense of mastery and achievement and the satisfaction of many other social and emotional needs in our culture are just as important for wholesome growth, development and adjustment as are the satisfaction of basic physical needs.

F. Method or the Manner in Which Learning Experiences are Organized. How best can we organize learning experiences for effective learning? How can we translate our educational objectives into teaching procedures more effectively by unit teaching?

G. Evaluation -- "Stock-Taking" or the Appraisal of the Quality of Development of Individuals. How can we best appraise the development of pupils with respect to the educational outcomes we seek?

II. THE PROVINCE OF THE SUB-COMMITTEE ON TRENDS

In the Fifty-Fifth (1952) and in the Fifty-Sixth (1953) Annual Proceedings of our association, this sub-committee has, with some difficulty, tried to direct the attention of the association members to social trends, processes and forces in our American democracy that are vitally related to the first two elements of a curriculum design; namely, those bio-sociocultural facts in our environment which can be ignored in curriculum planning and development only at great cost. In trying to derive ultimate presuppositions and principles from these facts in order to guide us in the conduct of our personal lives and in organizing the education of others, we all evolve certain basic beliefs -- our respective philosophies of life and education.

Essentially, this sub-committee assumes the responsibility of trying to give some attention to the first two basic elements of a curriculum here listed and indicated as Social Philosophy and Educational Philosophy. Since there is a Sub-Committee on Objectives, however, the operational approach to objectives is left to that committee.

With the school curriculum, and the American value-system being severly subjected to the "swirling forces of social change", anyone involved in curriculum planning and development seeks earnestly for some central core of commonly accepted working principles derived from an earnest effort to see relationships between facts as they become evident. How else can he plan deliberately and objectively; know what alternatives to accept or reject?

As stated in the 1953 report -- "Without continuous awareness of the problems of society we run two serious risks:

A. We shall have a rather unrealistic perspective of our objectives.
B. We shall run the danger of educating people for a world which no longer exists."

III. TENTATIVE CONCLUSIONS

Physical education, as an integral part of organized education, is not an autonomous process divorced from the society it serves. It takes its

objectives and fundamental philosophy from the nature and philosophy -- the social framework -- of the society in which it exists. Since we cherish and live under a type of social organization we call democracy we must frequently review its nature and meaning so that through activities of the physical education curriculum and the manner in which these are organized and taught, we may develop in pupils the ideals and attitudes harmonious with democracy.

When we think of democracy as a set of moral principles -- which it is -- we realize that its roots must be found in the playground, the athletic field and the gymnasium. It is our social function to make the principles clear, exemplify them in the numerous thoughtful social actions possible in physical-education situations and provide experiences for using them in many ways. If these fundamental principles of our American culture are not practiced and learned on the playground, the chances of there being learned elsewhere are slim. Unless learned in play situations and other primary social experiences, the rules by which people order their social existence will be so vaguely outlined that the moral foundations of social justice, social direction, and social stability will be most unstable and shaky.

The foregoing is merely for illustrative purposes. Does the conduct of our physical education and athletic programs contribute to this important core of values which underlie most basic American institutions? The ultimate justification of our program of free public education rests upon these hopes and the fulfillment of its broader social functions.

There are many significant changes and trends in our American life. Perhaps the life of no people has experienced such transformations in two generations. The school and its curriculum must understand the tasks which these changes set for the school. To what extent have programs of physical education lagged behind these changes? How can the significant facts of social diagnosis be used as a basis for curriculum change? What are the social realities in which our curriculum principles and procedures should be grounded? An attempt is now made to note a few of these and suggest their possible implications for the physical education curriculum.

A. Situational Problem. The advance of technology and urbanization in the United States. 60% of our people now live in urban centers or on its fringes. Only one fourth of our population lives on farms. Machine processes are rapidly replacing human skill and strength. The large part of our citizens are concentrated in large cities which dominate our sociocultural life and behavior. The pressures, tensions and anxieties of modern urban life constitute a heavy psychological burden for many.

Curriculum Implications. Between 5 - 6 years, 75% of the weight gain is due to increase in muscle. By 12 years, the muscles represent 40 - 45% of the body weight. Muscle represents 50% of the college athlete. Biologically, man was intended for activity, not merely sitting and pushing buttons. Systematic activity develops not only the skeletal muscles but also the heart, and in a healthy individual, the development of his heart corresponds with that of his muscular system. Furthermore, "since muscular exercise is as much a nervous as a muscular process, its beneficial effects are evident in the psychical as well as the physical life of the individual." [1]

1 F. A. Bainbridge, M. D.

Playgrounds, gymnasiums, athletic fields, and swimming pools under competent and friendly leadership must be accepted as the educational substitutes for the farm, forest, field, and stream of yesteryears.

B. Situational Problem. In this unstable world, all American males are subject to possible military service in a machine age of relative ease and "gasoline legs." Physical education activities are the chief means of developing endurance, strength, improved reaction time, and cardiovascular efficiency. Experiences of the recent past have shown that qualities necessary for survival cannot be fully developed after induction into the service. "Neither time, facilities, nor trained personnel are available during mobilization training to make up for the shortcomings of four years or more." [2]

Life -- in war or peace -- demands of the American men and women an essential "toughness" -- the ability to "take it". It also demands a certain resiliency -- the ability to "rebound", "spring back", to recover, to "get up off the floor" and carry on.

"Whether or not war and civil war will ever be abolished, there will always be need for 'the moral equivalents' of war. To love one's neighbor does not mean to surrender to him. In reducing the inequalities from which spring envy, aggression and invasion, there is a greater call for courage and sacrifice than for the lazy acquiescence of sentimental humanitarianism and pacifism. These martial virtues are in some ways even more necessary in a welfare state precisely because of the securities it offers and can never guarantee. All civilized people must bend their efforts to avoid war, but an education which unfits men for the possibilities of war in a world where predatory powers organize for universal domination prepares them for slavery and disaster." [3]

Curriculum Implications. An adequate program of physical education must be consistently and progressively planned from the kindergarten through the college level and in such programs the school and community should supplement and complement each other.

C. Situational Problem. To live happily and effectively in a world of insecurity is a mental hygiene problem. The statistics indicate that too few Americans solve this problem successfully. The population of mental hospitals, the extent of chronic alcoholism, the thousands of children passing through juvenile courts and the thousands more with emotional and behavior disorders testify to the magnitude of the problem.

Curriculum Implications. Behavior is caused. We know that we must appreciate the psychological needs of children and encourage the processes by which sound personality growth can be fostered. Mental health can only be achieved in an environment which provides opportunity for

---

2 Physical Fitness Achievement for American Youth of High School Age. Individual Training and Education Section, Training Branch, G-3, Department of the Army, U.S.A.

3 Sidney Hook, "Perennial and Temporal Goals of Education," The Journal of Higher Education, January, 1952, page 5.

self-expression, social usefulness and human satisfaction. Excessive denial of one or more of these dynamic factors tends to disorganize emotional behavior or a gradual disintegration of mental health.

The home is the first line of defense. The school is the second line of defense. All clinicians and mental hygienists attest to the fact that failure on the part of the child to enter into normal social play activities is a symptom of clinical significance and that proper educational management in physical education induces feelings of confidence and strength and habits of friendliness and cooperation.

Any curriculum which today does not give serious functional consideration to the facts of mental hygiene is a bad curriculum.

D. Situational Problem. The core of any culture is composed of such values, understandings and sentiments which help people decide what is right and wrong, good or evil, appropriate and inappropriate. These values or standards represent the moral content of our society and are learned. "By moral and spiritual values we mean those values which, when applied in human behavior, exalt and refine life and bring it into accord with the standards of conduct that are approved in our democratic culture." [4]

The disintegration of the home as a social unit group and as a religious unit group, the decline in the influence of religion, the infrequent teaching of ethics, philosophy or religion in schools raises the question, "From whence do children develop a value system?"

Curriculum Implications. We know that intellectual training is no guarantee of moral and spiritual values. We also know that "teaching moral values as a separate part of the school curriculum is a questionable response to an unquestioned need. Lessens in character cannot be clamped on like a gadget to some corner of the educational program." [5] Our games still furnish the symbolic framework for conditioned routines of behavior we apply to our actions elsewhere. From them we derive our idea of "fair play" and "playing the game", of "being a good sport", etc. Our sports "morality" is judged by the extent to which our behavior conforms to the value system surrounding the game -- often represented by a set of rules. Today, not all athletic practices, for example, are covered by rules which fix the sense of right and wrong, fair and foul, desirable and undesirable, moral and immoral. Or the rules are made so flexible that students are caught up in a terrific conflict of values. A conflict between the desire to win versus feigning injury to stop the clock in a football game results in a moral decision and a resolution of a conflict of values.

Living requires choosing between values. The physical education teacher and coach are powerful factors in influencing the conscience and morality of pupils. They form tastes and set standards. Unless we are moral, decent, trustworthy people who similarly are "backed up" by the community, the moral guidance of youth is bound to be feeble.

There are many additional trends and changes in American life which have important significance for the physical education curriculum.

---

4 Educational Policies Commission, Moral and Spiritual Values in the Public Schools, p. 3-4.

5 Ibid., p. 57.

Space does not permit elaboration but brief reference will include more additions as follows:

E. The solution of the problem of intercultural education is one in which games and sports are making significant contributions. Our interdependent world of today demands an increased and more realistic respect for people of other colors and languages.

Surely the playground and athletic field should educate against bias and subject our own prejudices to the light of understanding. The example of colleges and professional leagues toward the colored athlete, the interchange of sports groups and spread of social interaction on the athletic field both nationally and internationally leaves a desirable imprint on this problem but much more can be done. The "Havalanta" games sponsored by groups from Havana and Atlanta bring youth and adults in sports and cultural activities together in an atmosphere of a real guest-host relationship.

F. The greatly increased reliance on commercialized and sedentary amusement and recreation rather than self-participation in more activated forms is a trend which has strong curriculum implications. McCloy's study of adult sports participation in South America and Northern Europe indicates that we are by no means as "athletic" as we would like to think.

Young people of today seem relatively unable to devise satisfactory means of enjoying themselves when not in school and at work, save by engaging in socially destructive activities. The foundations of adult leisure tastes and habits are laid down in childhood and youth.

Surely the function of this committee is to examine these social trends and forces carefully, classify them according to the area of the school curriculum for which each trend has the most implications, focus special attention on those in which the physical education curriculum is most involved and use them as the first of several foundation stones for curriculum development.

RECENT RESEARCH IN HEALTH AND GERONTOLOGY: IMPLICATIONS FOR THE CURRICULUM IN PHYSICAL EDUCATION

Wesley M. Staton
University of Florida

Sub-Committee on Trends

With the full recognition of the diversified and vigorous growth of our society at mid-twentieth century, it becomes increasingly clear that physical education cannot confine its concerns within the limiting professional framework of status quo and organizational expediency. Our optimal contribution to human betterment can be realized only when we become sensitive to the multiplicity of societal factors which affect the curriculum directly and indirectly.

Prominent among those elements of modern living which seem to be fundamental in curricular design are the related areas of health and gerontology. The prolificacy of research in the health sciences over the past few decades has, among other things, given birth to the new discipline of gerontology. Thus, problems of an aging population are the natural concimitant of an increased average life expectancy which, in turn, is the corollary of mardedly reduced rates of mortality and morbidity.

RESEARCH IN THE HEALTH SCIENCES

The health of the nation has continued to improve substantially, decade by decade, since the turn of the century. As a result of advances in medicine and public health, the communicable diseases have, in the main, been brought under control. Mortality rates for all age levels have been sharply reduced, and the expectation of life at birth has increased from about 49 years to almost 69 years over the past five decades (19,37). Morbidity data also reflect the progress in improvement of the health of 160 million Americans, while focusing attention on the problems posed by the chronic diseases (45). The brightest segment of the national health picture is that which delineates the remarkable gains achieved in infant and child health (12,13). It is largely through the extreme reductions in infant mortality and childhood deaths that the continued increments in life expectancy have been attained.

While the health of youth of high school and college age has shown greater improvement than that of the general population, new problems have come to the fore at these age levels. The chief causes of death among teen agers in the United States were recently ranked as follows: (a) accidents; (b) cancer and leukemia; (c) heart disease and rheumatic fever; (d) tuberculosis; (e) pneumonia and influenza; (f) nephritis and nephrosis; (g) poliomyelitis; (h) congenital malformations; (i) suicide; (j) homicide; and (k) complications of pregnancy and childbirth (36). Another report (29) recently listed the major causes of absenteeism among school children and youth as (a) respiratory diseases; (b) other medical causes; (c) communicable diseases (other than respiratory infections); (d) digestive disturbances; and (e) skin conditions.

These data have certain implication for the curriculum in physical education. While it is the function of school health education to develop the knowledges, attitudes, and practices aimed at the prevention or early diagnosis and treatment of disease, physical education may contribute to avoidance of certain conditions and to more effective rehabilitation in others. Particularly is this true in connection with rheumatic fever and the aftermath of cardiac damage which occurs in about two out of three cases. Since the best preventive measure in rheumatic heart disease is the evasion of rheumatic fever and its forerunner, hemolytic streptococcal infection, the advantage of maintaining a high level of general resistance to infection is rather clear. The physiologic benefits of a physical education program geared to the needs and capacities of pupils at the various developmental levels may well include a significantly improved circulatory efficiency - an important component of one's general resistance.

With reference to the residual heart damage of rheumatic fever and the muscular paralysis of poliomyelitis, the value of guided physical activity in both physical and emotional rehabilitation is well established. Dramatic medical progress toward the prevention of both poliomyelitis and rheumatic fever has recently been reported by Sabin (33) and Feinberg (14) respectively. With the advent of these, and other, new preventive measures, it may be hopefully expected that the prevalence of physical disablement - and, thus, the need for rehabilitative concerns among physical educators - will be diminished. Barker (3) has reported the prevalence of physical disablement among children of high school age to be approximately seven percent.

The leading killer of children and youth from kindergarten through college is accidents. The physical education program may help indirectly in the reduction of accidental deaths through, at least, instruction in safe practices in connection with sports activities. While motor vehicle accidents are generally recognized as most dangerous to the life and health of pupils, few realize the significance or the magnitude of the annual mortality from drowning. Drowning ranks second only to motor vehicle accidents as a cause of accidental death among children, youth, and young adults. The implications here for physical education should be both clear and disturbing: we have simply not taught enough young people the fundamental skills of swimming and water safety. Though the failure of communities to provide swimming facilities in the great majority of schools has been a major deterrent to the aquatic program, physical educators have probably been somewhat derelict in not making optimal use of pools and other bathing facilities, on a cooperative basis, outside of the school environs.

Suicide and homicide among adolescents present a real challenge to physical education. These specific-cause-of-death rates provide, in the extreme, a reflection of poor emotional health and marked social maladjustment. The relationship of sports participation, with the attendant pleasure, social experiences, and better understanding of self and the group, to improved mental hygiene has been frequently underestimated. Physical educators should be apprised of the decided potential for better emotional health inherent in the curricular experiences of boys and girls. Ullman (40) has elaborated on the importance of ratings and self-descriptive data in the assessment of pupil maladjustment.

New light has been shed on the significance of physique as a determinant of postural patterns for individuals (18). Although the relationship between

posture and health is a nebulous one, there can be little question on the validity of good body dynamics as a preventive measure against fatigue and excessive strain on muscles and joints.

Possibly of highest interest recently in the area of athletic injuries and their care, is the reported favorable effects of hyaluronidase in the rapid reduction of swelling as an aftermath of trauma. Benzer and Schaffer (4) have presented data and the physiologic rationale underlying their recommendation for use of hyaluronidase in the treatment of traumatic swellings. It is likely that, under the direction of physicians, the use of hyaluronidase in certain athletic injuries will increase. However, a line of distinction must be recognized between the use of the substance as an adjuvant to natural healing and its use to quickly, and perhaps temporarily, restore function for the near-term purpose of returning the athlete to competition.

Any discussion of the relationships obtaining between the physical education curriculum and levels of physical and emotional health would be incomplete if some attention were not given the matter of "heart strain" among children and youth. Karpovich (23) presented data some years ago refuting the fallacy of incompatibility of rate of development between the heart and arteries in children. More recently, Maresh (27), on the basis of an extensive roentgenographic study of the hearts of children, adolescents, and young adults, reported that a general pattern obtained between the increase in body size and the cardiac diameter during childhood and youth. Periods of accelerated physical growth tended to be accompanied by fairly rapid increase in heart size. Hockerts (22) concluded that no significant age differences existed in the cardiac dynamics of healthy children. Parnell (31) reported no evidence of heart enlargement among young women following strenuous training. However, Granata (20) discussed the possibility of cardiac inefficiency - a functional condition - among growing children and the associated inability to meet the demands of exercise stress. The research generally tends to discount the overemphasis, in some quarters, on the "fragility" of the child's heart. Physical educators should, on the one hand, free their professional thinking from the restrictive and questionable concept of "heart lag," and, on the other, avoid the rather attractive fallacy of shaping the curriculum primarily on the mold of the circulatory capacities of pupils. Granata's work (20) would seem to argue more strongly for thorough medical examinations for all children at periodic intervals.

Cancer in children and youth is essentially beyond the realm of the physical education program. However, recent evidence pointing to the close, and possibly causative, relationship existing between smoking and lung cancer has captured the interest of a somewhat restive public. The review of Sadowsky and his colleagues (34) indicated that carcinoma of the lung may be from five to 14 times more frequent among the smoking population as in non-smokers. To the extent that physical educators have counseled youth against smoking, it would seem that the profession has - at least for a minority - made a significant contribution to health in middle and later adulthood. Though of considerably lesser lay interest, the report of Bourquin and Musmanno (7), describing the substantial reduction of blood ascorbic acid as an effect of smoking, has evident implications for the health guidance of pupils by teachers of physical education.

Kraus and Hirschland (26) recently lit the fire under the issue of muscular fitness and health among American children and youth. These investi-

gators reported apparently marked differences holding between the muscular fitness of children in Europe and the United States. Their findings supported the conclusion that pupils in Italy and Austria were decidedly superior to American children and adolescents in muscular fitness. Such data, currently attracting the attention of some editorial writers among the American press, may serve the profession well in helping to focus public attention on the pressing need for improved facilities, adequate time allotment - particularly at the elementary school level -, more teachers with a thorough professional education, and such other factors as are necessary to the implementation of a better program of physical education in the nation's schools. Steinhaus (39) has reiterated the major principles of "overload," "reversibility," "integration" and "integrity," and the "priority of man" in viewing the potential contributions of physical education to the child's development. The first two principles, deriving from the physiologic bases of physical education, lend themselves admirably to fulfillment of the need for motor fitness as disclosed by Kraus and Hirschland (26). That the opponents of democracy consider muscle fitness and health to be prominent objectives of their educational programs is clear from the professional literature (5, 35). While there is no reason to be stampeded into an all-out emphasis on the development of organic vigor in pupils, there can be small doubt that this era of technological precocity has tended to minimize the favorable physical challenges of our environment. A realistic assessment of the hard facts of international life would seem to indicate the need for a concern for the muscular fitness of all students within the framework of the broad aims of our curriculum. Assuredly, of equal - if not greater - import is the recognition of the opportunity for the development of understandings, skills, and attitudes inherent in the democratic human relationships of modern living.

The magnitude of the dental health problem among youth is outlined in the recent report of the American Dental Association (2). Physical educators may help here in terms of incidental health guidance and counseling. The nutritional status of school age children is remardably poor as demonstrated by a study of the eating habits of almost 60,000 pupils in 38 states (17). Since nutrition contributes materially to the caliber of physical performance, this problem should be of immediate concern for teachers of physical education. Here again, health counseling may well prove to be a valuable supplement to the school's health instructional program.

Obesity prevails as a prominent health problem, especially among the adult population. Brozek (9) has challenged the concept of weight as an index of "fatness." Brozek and Keys (10) reported that physically active men tend to be "overweight" but are actually leaner, since muscle tissue contributes largely to the "excess" weight. Mayer and Stare (28) questioned the notion that exercise is ineffective in any weight-reduction regimen. Data were presented to support the view that exercise increases metabolism, yet does not necessarily bring about a proportionate sharpening of the appetite. These researches offer several guide lines for the program. Frequently, in the past, we hesitated to recommend sports participation as an adjunct to a reducing campaign for fear that the metabolic increment would be more than negated by stimulation of the appetite. Observations that some athletes actually gained weight during a season also contributed to the hesitancy to claim benefits for exercise in the problem of obesity. It is now quite clear that such gains represented added amounts of muscle tissue which, in the qualitative sense, can be considered a favorable body change.

Hershey (21) presented data indicating that our national rejection rates for service in the armed forces do not necessarily afford a valid appraisment of the health of America's young men. The fallacious idea that inadequate programs of physical education underlaid the apparently high rejection rates during World War II and the Korean action is dispelled when it is recognized that practically all causes for rejection were outside the influence or our curriculum. Surely physical education cannot be held responsible for such conditions as mental disease, illiteracy, "manifestly disqualifying defects," syphilis, tuberculosis, hernia, eye and ear defects, neurological lesions, and other problems.

GERONTOLOGICAL RESEARCH

Statistical data on population obviate any possibility of doubting the substantial increase in both the number and the proportion of aged persons in the United States during the past decade. Alvarez (1) has outlined these significant population trends which indicate that there are now some 13 million people over age 65 in America.

Bertz (6) has drawn a carefully documented picture of the potentialities and the problems posed by an aging population. Emphasis is placed upon the factors of positive health maintenance and the prevention of illness. Major problems are listed as being concerned with (a) vascular degeneration, (b) cancer, (c) arthritis and rheumatism, and (d) mental disorders. The thesis is presented that vascular degeneration need not be an essential part of the aging process. This latter contention is in agreement with the findings of Bastai (32) at the medical clinic of the University of Turin. Bastai holds that the involutive process of the capillary system, resulting in reduced flow - and consequent minimal levels of tissue nutrition - is the chief factor in the phenomenon of senescence. Wakerlin (42) has elaborated on the physiologic processes in aging. It is pointed out that aging is attended by physiologic and anatomic changes which usually lower the individual's capacity and adaptability for efficient function. There seems to be general agreement that the rate of aging shows rather wide variance among individuals, and that chronological age is not always a true measure of physiologic age. From these reports it would seem that there is a need for maintenance of at least a moderate degree of physical fitness even at middle and old age. Since it has been established that capillary function is materially improved with physical activity, the development of skills and attitudes necessary to lifelong habits of physical recreation would appear to be of profound significance for physical educators. It is largely through the curriculum experiences in physical education that the sports interests of later life are provided for. Brozek (8) recently reported that one of the meaningful differentiating aspects of personality of young and old men was the comparatively higher interest in recreation and sports demonstrated by the former group. The physiologic potential of older people has been stressed by Ferderber and his co-workers (15) and in an editorial in the Archives of Physical Medicine (11).

The declining health of older people is widely recognized. Mortality data (38) have continued to reflect a shift in death rates to the upper age groups. Of course, this is primarily the natural corollary of health improvement among infants, children, and young adults.

In a recent provocative report, Keys (24) called attention to the rather

marked variance in the age-specific mortality rates among adult males in the United States and in certain foreign nations. Data indicate that the American male at age 50 has a 55 percent greater chance of dying before reaching age 60 than has his Swedish counterpart. To a lesser extent his chances for death during this productive sixth decade are also greater than his opposite number in Italy, England, and other nations. Similarly, the death rates for men in the United States during the fifth and seventh decades are substantially higher than for comparable groups in other countries. Keys ascribed this relatively premature death of many American males to the apparent susceptibility to the "degenerative" deseases of the heart and vascular system. Atherosclerosis and its consequences seem to be the determining factor in the significant differences holding between the death rates for middle-aged men here and abroad.

More complete evidence was presented in another paper by Keys (25) dealing with the problem of prevention of coronary disease, a concomitant of arteriosclerosis. Data were cited showing remarkably higher death rates for degenerative heart disease and for all circulatory diseases among American males at ages 40-44 and 50-54 than among similar population segments in Japan, Italy, England and Wales, and Canada. For example, the mortality rate for myocardial diseases and coronary disease among American men 50 to 54 years old is more than 10 times that of Japaneses males and over four times that of Italian men at the same age level.

Keys (24, 25) considers the high intake of fat in the diet of Americans to be the dominant factor in the etiology of coronary disease and the associated atherosclerosis. Evidence supports the view that, after age 30, this excessive fat intake is reflected directly in higher serum cholesterol values which appear to be closely related to the development of atherosclerosis. However, the investigator also brought out the fact that the less sedentary life among certain of the foreign groups may well be a significant element in resisting coronary disease (25).

Obviously, these sobering data have certain incisive implications for the physical education program. For many years coaches have recommended a low fat intake for the athlete's diet. This was based upon a recognition of the relatively higher oxygen expenditure in fat metabolism. Yet, in view of current research, it would seem that the benefits of a low fat diet - especially when accompanied by a lasting attitude conducive to reduced fat intake - may be of greater moment than we had imagined. Then too, since the matter of exercise may be a determining factor in the prevention of atherosclerosis and coronary disease, it would seem that physical educators again have a contribution to make to health in adulthood by sowing the seeds of skill and interest in sports during childhood and youth.

Moses (30) discussed the problem of hardening of the arteries from the standpoint of serum cholesterol and intra-vascular arterial pressure. The need for avoiding, or at least moderating, emotional stresses in middle and later life was brought out. Similar problems were revealed by White (43) in a review of progress in cardiology. A recent symposium (44) on the cardiovascular aspects of senescence shed light on several possibilities for amelioration of the problem of cardiovascular "degeneration." One of the participants, Dr. Anton J. Carlson, the eminent physiologist, stated that "continuous physical and mental labor" seemed to be an important factor in resistance to aging.

Studies relating to certain dietary considerations in the maintenance of health in later years were reported by Vinther-Paulsen (41) and Gale and Thewlis (16). The former study revealed that the tendency to anorexia among older persons may be due largely to medical, psychological, and sociological problems. The latter investigation indicated that vitamins C and P are effective in helping to maintain the efficiency of the blood vessels and, thus, may lessen the pathologic severity of vascular disease of the heart or brain. Once more the emphasis is placed on the preservation of physiologic efficiency, especially in terms of the vascular function. Both physiologic and emotional problems might be lessened somewhat by continuance of moderate physical activity, of a recreational nature, under the guidance of competent recreation leaders in the community.

In summary, there appears to be a growing recognition, on the part of many careful researchers in the field of gerontology, that the human organism's "resistance" or "susceptibility" to the detrimental changes of senescence depends largely on the habits of diet and exercise followed throughout life. Recognizing that the problems of aging usually begin in youth or early adulthood, it would seem that the profession of physical education can make a substantial contribution to the nation's health through the attainment of its own broad objectives in schools and colleges.

REFERENCES

1. Alvarez, Walter C. "More of the Aged With Us." Geriatrics 8:509 (September) 1953.
2. American Dental Association. Dental Health Facts for Teachers. Chicago: American Dental Association, 1953. 28 p.
3. Barker, L. S., and others. "The Frequency of Physical Disability in Children: A Comparison of Three Sources of Information," Child Development 23:215-226 (September) 1952.
4. Benzer, P., and Schaffer, A. B. "Use of Hyaluronidase in Treatment of Traumatic Swellings." Oral Surgery, Oral Medicine and Oral Pathology 5:1315-3141 (December) 1952.
5. Bogoljepova, L. S. "Health Education in Russia." Casopsis lekaru ceskych 90:395-396 (March 30) 1951.
6. Bortz, Edward L. "Making Life Longer and Better: Medical Potentialities." Geriatrics 8:510-516 (September) 1953.
7. Bourquin, A., and Musmanno, E. "Effect of Smoking on Ascorbic Acid Content of the Blood." American Journal of Digestive Diseases 20:75-77 (March) 1953.
8. Brozek, Josef. "Personality of Young and Middle-Aged Normal Men: Item Analysis of a Psychosomatic Inventory." Journal of Gerontology 7:410-417 (July) 1952.
9. _____. "To Be or Not to Be - Fat (and How to Tell if You Are). Journal of the American Dietetic Association 29:344-345 (April) 1953.
10. _____, and Keys, Ancel. "Relative Body Weight, Age and Fatness." Geriatrics 8:70-75 (February) 1953.
11. Editorial. "Every Physiatrist is a Gerontologist; Or Should Be." Archives of Physical Medicine 32:785-788 (December) 1951.
12. Eliot, Martha M. "New Horizons for Child Health." Public Health Reports 67:169-171 (February) 1952.

13. _____. "Report on Child Health and Welfare." Public Health Reports 68:183-187 (February) 1953.
14. Feinberg, B. "Sulfonamides and Penicillin in Rheumatic Fever in Children." Rhode Island Medical Journal 36:138-140 (March) 1953.
15. Ferderber, Murray B.; Kraft, Alfred C., and Hammill, Gerard P. "Physical Restoration of the Chronically Ill and Aged." Geriatrics 8:186-197 (April) 1953.
16. Gale, E. T., and Thewlis, M. W. "Vitamins C and P in Cardiovascular and Cerebrovascular Disease." Geriatrics 8:80-87 (February) 1953.
17. General Mills, Inc., Education Section, Department of Public Services. What Do Children Eat? Minneapolis: General Mills, Inc., 1951. 31 p.
18. Goff, Charles W. "Mean Posture Patterns with New Postural Values." American Journal of Physcial Anthropology 9:335-346 (September) 1951.
19. Gordon, Tavia. "Mortality in the United States, 1900-1950." Public Health Reports 68:441 (April) 1953.
20. Granata, G. "The Heart of the Growing Child and the Syndrome of Cardiac Inefficiency." Minerva Pediatrica 3:375-380 (July) 1951.
21. Hershey, Lewis B. "Inside Story on Rejection Rates." Journal of the American Association for Health, Physical Education, and Recreation 24:9 (January) 1953.
22. Hockerts, T. "Study of the Dynamics of the Heart in the Healthy Child." Zeitschrift fur Kinderheilkunde 69:431-437 (May) 1951.
23. Karpovich, Peter V. "Textbook Fallacies Regarding the Child's Heart." Research Quarterly 8:33-37 (March) 1937.
24. Keys, Ancel. "Aging and Health of Men in America." Geriatrics 8:620-621 (November) 1952.
25. _____. "Prediction and Possible Prevention of Coronary Disease." American Journal of Public Health 43:1399-1407 (November) 1953.
26. Kraus, Hans, and Hirschland, Ruth P. "Muscular Fitness and Health." Journal of the American Association for Health, Physical Education, and Recreation 24:17 (December) 1953.
27. Maresh, Marion M. "Growth of the Heart Related to Bodily Growth During Childhood and Adolescence." Pediatrics 2:382-404 (October) 1948.
28. Mayer, Jean, and Stare, Frederick J. "Exercise and Weight Control. Frequent Misconceptions." Journal of the American Dietetic Association 29:340-343 (April) 1953.
29. Metropolitan Life Insurance Company. Absent From School Today. New York: Metropolitan Life Insurance Company, May 1950. 14 p.
30. Moses, Campbell. "Prevention of Arteriosclerosis." Geriatrics 8:534-544 (October) 1953.
31. Parnell, R. W. "Physique and Athletic Training With Special Reference to Heart Size." British Medical Journal 1:1292-1295 (June 9) 1951.
32. "Physiopathology of Senescence." Foreign Letters. Journal of the American Medical Association 148:1356-1357 (April 12) 1952.
33. Sabin, Albert B. "Present Status and Future Possibilities of a Vaccine for the Control of Poliomyelitis." American Journal of Diseases of Children 86:301-310 (September) 1953.
34. Sadowsky, D. A.; Gilliam, A. G., and Cornfield, J. "Statistical Association Between Smoking and Lung Carcinoma." Journal of the National Cancer Institute 13:1237-1258 (April) 1953.

35. Serdiukovskaia, G. N. "Methods in the Physical Education of Children in Child Institutions and Schools." Feldsher I Akusherka 9:29-34 (September) 1951.
36. Statistical Bulletin. "Health of Teen Agers." Statistical Bulletin of the Metropolitan Life Insurance Company 34:1-4 (August) 1953.
37. _____. "Mortality Continued at Low Level in 1952." Statistical Bulletin of the Metropolitan Life Insurance Company 34:1-6 (January) 1953.
38. _____. "Shift in Mortality to Older Ages." Statistical Bulletin of the Metropolitan Life Insurance Company 34:3-5 (September) 1953.
39. Steinhaus, Arthur H. "Our Place in the Sun - What Shadow Do We Cast?" Journal of Physical Education 51:3-6 (September-October) 1953.
40. Ullman, Charles A. "Mental Health Screening of School Children." Public Health Reports 67:1219-1224 (December) 1952.
41. Vinther-Paulsen, N. "Senile Anorexia." Geriatrics 7:274-279 (September-October)1952.
42. Wakerlin, G. E. "Aging." Illinois Medical Journal 103:88-95 (January) 1953.
43. White, Paul Dudley. "Cardiology - Heart Disease." 1953 Medical Progress. (Edited by Morris Fishbein.) New York: The Blakiston Company, 1953. Chapter 1, p. 1-16.
44. _____. (Editor) "Senescence of the Cardiovascular System: Problem Identification." Journal of Gerontology 7:444-447 (July) 1952.
45. Woolsey, Theodore D. "Estimates of Disabling Illness in the United States". Public Health Reports 65:163-184 (February 10) 1950.

REPORT ON MENTAL HYGIENE

C. O. Jackson
University of Illinois

The topic "Mental Hygiene" is understood to include trends, our mental hygiene function, the relationship of physical education (at its best) to preventive psychiatry (mental hygiene), and other values suggested or determining by opinion and/or research.

What is the situation?

Mental health continues to be a major medical problem. "In the United States alone, there are as many patients in mental hospitals on any given day as there are in all other hospitals combined, according to the National Association for Mental Health.[1] In addition, there are 120,000 mentally deficient and about 20,000 epileptic patients in special institutions.

It has been estimated further, in the same statement, that "about 9,000-000 others have some form of mental illness or personality disorder. More than $1,000,000 a year is required for maintenance of psychiatric hospitals and services, and compensation payments to veterans".

What are some Mental Health Trends?

The following excerpts from the Progress Report of the Sub-Committee on Trends (2) points up still other aspects of the problem.

1. Between April 1942 - March 1943, mental disease and deficiency was the chief cause for rejection from military service.
2. Of 500,111 men receiving pensions from World War II, nearly 2/5 (194,459) were for neuropsychiatric disabilities.
3. Of these, 82.22% never left the country. Of those that did, 17.78% were never in combat zones.
4. The State and Federal governments now spend $200,000,000 a year on care of the mentally ill, but less than $1,000,000 on research for prevention and cure.
5. There are 600,000 chronic alcoholics in the U.S.A., 2,400, excessive drinkers, 3,000,000 compulsive drinkers, and 3,750,000 inobriates. The cost to the American public is 1 billion dollars a year. In 1942, 25% of arrests were for drunkeness.
6. 3,000,000 children have emotional and behavior disorders. In 1945, 122,000 children went through 374 Juvenile Courts. 80% of people imprisoned were under 25 years of age. The problem has really "come of age" and may even be greater and more far-reaching than these statements indicate.

[1]Byrd, Oliver. Health Yearbook, 1953: Stanford: Stanford University Press, p. 10-11.

[2]Curriculum Research Committee of the College Physical Education Association, Sub-Committee 1 on Trends December 1953.

It might be added that "muscular power" as the principal source of energy in this country is now down to about 2%, while new discoveries and inventions, mass production and assembly-line methods and the shorter work week have brought tremendous changes.

General trends include overstimulation, great increase in wants, insecurity, and continued obedience to the great god "competition".

Cowell[3] points out that there "are many conflicts (centering around) "cultural expectations, cultural inconsistencies, (and that) a great gap (exists) between what we teach and we adults do". He also points out that "society needs to re-organize itself" and that "mental education is bound up with bodily conditions and motor activity".

We learn further, that "physical education is concerned with progressive changes in behavior originating primarily from the stimulus of big muscle play activities in groups" and that it "operates close to the biological frontier in "free" situations which bring about release of tensions".

Recent research has not only confirmed the above but also points out the "interrelationships between physical, mental, and social aspects of developmental progress in children, and the interweaving of their deviations". While play is all important, we also need "thrills, risks, failure or success as part of mental health..."

What can we do about it?

Anderson[4] says we should be "teaching for understanding..." and points out that "readiness to learn is a very important factor". Furthermore, he says "a feeling of security in a given situation" is "establish a desirable 'emotional' climate..."

In another article, Cassidy[5] calls attention to the need for analyzing those factors within our program that make for security and integration of personality...teach...ways in which the organism can meet stresses and tension..." She points out further, that "physical education experiences can supply loyalties and the sense of belonging, goal and purpose for one's undertakings, identification with group purposes with group support and approval, expression, relaxation, fun, happiness, and tastes in recreation...."

Cowell and others[6] say that "human organisms strive for goals, have 'minds of their own', and do not wait to respond mechanically to stimuli..." and state that "learning is best promoted in any situation in proportion to the degree that situation offers security, recognition, success, shared experience, and where opportunity is provided for personal and social adjustment as exemplified by status, a feeling of belonging or social approval..."

---

[3]Cowell, Charles C. "Mental Hygiene Functions and Possibilities of Play and Physical Education". Elementary School Journal, 50: 196-203 (December, 1949).

[4]Anderson, George. How May We Apply This Philosophy of Mental Hygiene to our Methods of Teaching Physical Education? J H & PE 21:3 (March, 1950) p. 153.

[5]Cassidy, Rosalind. New Directions in Physical Education. J. of H & PE. 19:10 (December, 1948) p. 646-7.

[6]Cowell, C. C.; Daniels, A. S.; Kenney, H.E. "Purposes of Physical Education as Evaluated by Participants, Physical Supervisors, and Educational Administrators". Research Quarterly 22:3 (October, 1951) p. 293.

They point out further that "physical education and athletics for the male animal provide avenues for satisfaction of basic personality needs in manners socially desirable and psychologically wholesome... At the same time, "observation on the playing field gives a clearer picture of the structure of the whole personality than do most other school situations."...." and offer genuine opportunities for understanding of both pupil development and needs on the part of the observant teacher.

Oberteuffer[7] writes: "There is opportunity within physical education, when its activities are carefully selected, of cultivating the objective and extroverted outlook as contrasted to the subjective and often the introverted. There is ample opportunity to establish status among one's fellows, to understand self, and to find those satisfactions which come from a feeling of identification with a group. Above all, there is opportunity to have fun, to enjoy life, to know pleasure...."

Cowell[8] points out that we "must use all means to determine the needs of each individual child...we must have a rich and varied program...and we must provide for special needs of the deviates..." When we have individuals who do not appear to fit into the pattern of learning in the class, "lack of purpose" is often one of the chief causes of poor adjustment. Among the things to be done are to "satisfy skill hungers, have fun, develop strong muscles, learn to get along with others, and make the team" in order to develop normally and regularly.

Among the results of a study to learn the value of relaxation as an adjunct to psychotheraphy, the following conclusions may be presented:[9]

"Relaxation and release of muscular tension appears to be helpful in removing signs and symptoms of tension and improves self-confidence... (and)...may also bring about more control by the individual over himself, and is a valuable adjunct to psychotheraphy..."

In a statement that appears to point up the entire problem quite bluntly Du Bois[10] concludes that "When young people do not participate in sports (physical education) and scales are heavily weighted against their successful emotional and social adjustment...'

As Cassidy[11] points out that "there is no separate physical education or mental hygiene in a culture accepting the psychosmatic unity of the organism with no separate mental or physical fact but only an interrelated, interacting organism in a social field".

Concluding Statement

It is a recognized fact that many opportunities arise in physical education for developing, understanding, and practicing good mental hygiene. We know further, that as a child experiences release from tensions, happiness

---

[7]Oberteuffer, Delbert. School Health Education. New York: Harper and Brothers, 1949, p. 266.

[8]Cowell, C. C. Mental Hygiene Functions and Possibilities of Play and Physical Education Elementary School Journal. 50: 196-203 (December, 1949).

[9]Health Yearbook. 1953, p. 51-52.

[10]Health Yearbook, 1953, p. 160.

[11]Cassidy, Rosalind. Contributions of Physical Education to Democratic Citizenship. (J. H. PER 21) 4 (April, 1950) p. 264.

and fun in play, and feels that he is part of the group, there is emotional adjustment of a high order, in direct relationship to the professional leadership and the activity engaged in.

It would appear that as the child is challenged, as he understands the possibilities, and as he has a share in determining some of the policies and practices, the contribution of the physical education curriculum to the individual may be multiplied a hundred-fold.

The curative and stabilizing affects of a wisely chosen and carefully administered program in recreation and physical therapy is only too well known. Almost miraculous changes have occurred in large numbers of mental patients as the result of such experiences. If physical education can play such an important part in the health of mental and emotional deviates, it is likely that it may prove to be a powerful deterrent or preventative with normal individuals.

We must re-study our objectives, re-evaluate our curriculum, and re-sharpen our methods and techniques and develop our public relations programs in order to make the contribution physical education can and must make to the health and well-being of Young America.

There is a real challenge and a tremendous task facing the professional person in health and physical education!

BIBLIOGRAPHY

Magazines

Anderson, G. F. Psychological Aspects of Teaching Physical Education. Journal of H.P.E.R. 21: 152-53, 187-189 (March) 1950.

Bennett, Bruce L. Physical Education and Social Learning in the Secondary School. Journal of A.A.H.P.E.R. 20:452-53 (September) 1949

Cassidy, Rosalind. Contributions of Physical Education of Democratic Citizenship. Journal of A.A.H.P.E.R. 21:218-19 (April) 1950

Chatto, Clarence. Health and Physical Education for Democratic Living. Journal of H & PE. 17:466-67 (October) 1946

Cowell, Charles. The Guidance Functions and Possibilities of Physical Education. Journal of A.A.H.P.E.R. 20:238-9 (April) 1949

Cowell, Charles. Mental Hygiene Functions and Possibilities of Play and Physical Education. Elementary School Journal. 50:196-203 (December) 1949

Cozens, F. W., Shumpf, Florence. American Sports from the Sidelines. Journal of A.A.H.P.E.R. 23:9, 12-13, 56-7 (November) 1952

Duncan, R. O. The Growth and Development Approach. Journal of H.P.E.R. 22:3, 36-7 (March) 1951

Jackson, C. O. "Satisfied" Customers and Physical Education. Scholastic Coach. 22:3, 28, 30, 58-59, 62 (November) 1952

Schumacher, Henry C. Mental and Emotional Disturbances in Adolescence. Child-Family Digest. 1:10-20 (July) 1949

Seidenfeld, Morton A. Role of Mental Hygiene in Health. Journal of H & P.E. 18:295-96 (May) 1947

Skubic, Elvera. A Study of Acquaintanceship and Social Status in Physical Education Classes. Research Quarterly. 20:8087 (March) 1949

Slavson, Samuel R. Group Work and Mental Health. The Group. 11:4-11 (May) 1949

Thelen, Herbert. Group Leaders Look at Frustration. Educational Leadership. 7:260-66 (January) 1950
Young, Kimball. Freedom Responsibility and Self-Control Mental Hygiene. (April) 1937

Books

_____. Fostering Mental Health in Our Schools. 1950 Yearbook. Washington, D. C. National Education Association
_____. Developing Human Relations. First Yearbook 1951. Washington, D. C. American Association for Health, Physical Education and Recreation
_____. Health in Schools. Twentieth Yearbook. Washington, D. C. 1942, American Association of School Administration
Barker, Roger, Kounin, Jacob, and Wright, Herbert. Child Behavior and Development. New York: McGraw-Hill Book Company, 1943
Byrd, Oliver. Health Instruction Yearbook. Stanford, California, Stanford University Press, 1951
Cowell, Charles. Scientific Foundation of Physical Education. New York: Harper and Brothers, 1953
Fenton, Norman. Mental Hygiene in School Practice. Palo Alto, California, Stanford University Press, 1943
Jenkins, Gladys G., Schacter, Helen, and Baver, W. E. These are Our Children. Chicago Scott, Foresman, and Company, 1950
Kozman, Hilda, Cassidy, Rosalind, Jackson, Chester O. Methods in Physical Education. Philadelphia, Second Edition, 1951
Lippett, Ronald A. Training in Community Relations Toward New Group Skills. New York: Harper and Brothers, 1949
Mead, Margaret. Male and Female. New York: William Morrow and Company, 1949
Menninger, William C. Psychiatry in a Troubled World. New York: MacMillan Company, 1948
Minneapolis Public Schools. Living and Learning in the Elementary School. Minneapolis: Minneapolis Public Schools, 1949
Nash, Jay B. Physical Education--Interpretation and Objectives. New York: A. S. Barnes and Company, 1948
National Education Association and the American Medical Association Joint Committees on Health Problems in Education. Health Education. Washington, D. C. National Education Association, 1948
National Education Association, Department of Supervision and Directors of Instruction. Mental Health in the Classroom. Thirteenth Yearbook. Washington D. C., The Department, 1940
Neumeyer, Theodore M. and Neumeyer, Esther S. Leisure and Recreation. Revised Edition. New York: A. S. Barnes and Company, 1944
Oberteuffer, Delbert. School Health Education. New York: Harper and Brothers, 1949
Overstreet, Harry A. The Mature Mind. New York: W. W. Norton and Company, 1949
Romney, G. Ott. Off the Job Living. New York: A. S. Barnes and Company, 1948

Staff of the Physical Education Department, University of California, Los Angeles. Group Process in Physical Education. New York: Harper and Brothers, 1951

Taba, Hilda and VanTell, William, Editors. Democratic Human Relations. Sixteenth Yearbook. Washington, D.C. National Council for the Social Studies, a department of the National Education Association, 1945

Young, Kimball. Personality and Problems of Adjustment. New York: F. S. Crofts and Company, 1941

Masters Theses

Adrian, Walter	The Physical Instructor and Some Problems in Mental Hygiene. Michigan, 1939.
Alban, J. R.	A Study of Interest of Junior High School Boys in Physical Education Activities. Ohio, 1936.
Bartell, J.	Attitudes and Interests of the Students Toward Required Physical Education at West Liberty State Teachers College. Michigan, 1935.
Blank, G.	A Survey of the Vocational Interests and Leisure Time Needs of Vermontville, Michigan High School. University of Michigan, 1939.
Bray, Margaret	A Study of Changes in Selected Social Traits Exhibited by the Campers in Sunshine Camp of Austin, Texas. North Texas State Teachers, 1945.
Butsch, Margaret	Further Studies in Student Interests and Attitudes Concerning Physical Education Activities at Wellesley College. Wellesley, 1937.
Carlo, J.	Attitudes of College Freshmen Toward Physical Education. Pennsylvania State, 1939.
Cearley, J. E.	To Determine the Physical Activity Interests of the Junior High School Boys of Amarillo, Texas to be Used as a Basis for a Physical Education Program. North Texas State Teachers College, 1940.
Clagg, W.	Character Training Situations in Physical Education in the Elementary Grades. University of Utah, 1946.
Cook, Sallie	Mental Hygiene Program of a Classroom Teacher: Its Development and Use. University of Texas, 1938.
Dederick, Frances	Physical Education Teachers' Contribution to the Solution of Behavior Problems in Junior High School Girls. Stanford, 1941.
Fieger, E.	The Relative Contribution of Physical Education to the Social Acceptance of Junior and Senior High School Boys. Ohio State, 1938.
Garbee, E.	Leadership in Conducting Physical Education Activities for Character Development. George Peabody, 1933.
Griffin, Alvera	Special Emphasis on Instruction in Sportsmanship in Physical Education. University of Texas, 1940.
Grimes, L.	Experimental Sportsmanship Testing. Ohio State, 1940.
Heintel, C.	Physical Activity Preferences of Boys in Junior High Schools of the District of Columbia. George Washington University, 1934.

Hill, H.	Study of Attitudes of Boys in a Small High School Who Do and Do Not Participate in High School Athletics. University of Nebraska, 1938.
Hunter, Georgia	Interest of Jermone Junior-Senior High School Pupils in Leisure Time Activities. Colorado A & M, 1942.
Jacobson, Dorothy	Study of the Attitudes of Freshman and Sophomore Women Toward Their Physical Education Program at Pennsylvania State College. Penn State, 1943.
Lesle, E. L.	A Determination of Attitudes in Physical Education. University of Oregon, 1933.
Montague, Kirk	A Curriculum Study of Physical Education Activities of the Public Schools of Norfolk, Virginia Based on Interest as Displayed by These Pupils in the Activities Offered. New York University, 1933.
Reilly, Agnes	Character Development Through Physical Education at the Elementary and Junior High School Level. St. Louis University, 1946.
Wake, Dorothy	Physical Education as an Element in the Personal and Social Readjustment of the Problem Child. North Texas State Teachers, 1942.

Members of the College Physical Education Association are urged to suggest additional articles, books, masters and doctors theses and other pertinent material in this area to the end that the contribution of the committee may be both professional and scientific.

December 15, 1953.

SUB-COMMITTEE ON CURRICULUM CONTENT

Wm. R. LaPorte, Chairman
University of Southern California

Attainment Standards for Use by Elementary Teachers

It is generally recognized that one of the most difficult problems standing in the way of a successful program in physical education is the inadequate foundation provided at the elementary school level. Many elementary teachers are devoted to and interested in their work, but lack information and skills in the physical education field. As a result, they are unable to give the elementary boy and girl sound instruction in general body skills and sports techniques. Many also fail to appreciate the possibilities for personality development and emotional stability as by-products of properly directed activities.

Many elementary school teachers apparently have no definite conception of what they are expected to do on the playground or in the physical education class. Their immediate problem seems to be to give opportunity for play expression and "blowing off steam" with a reasonable degree of safety. Supervising such participation without definite goals in mind is bound to result in "scatter gun" effects. Some good results no doubt will be attained, but many desirable objectives are almost certain to be overlooked. Hence, it seems highly desirable that the elementary teacher understand the possible outcomes that might be expected from a well-planned program.

The elementary school desirably should provide a broad foundation for the junior and senior high schools, covering basic performance skills, knowledge of activities, interests and attitudes, good social adjustment, ethical standards, and personality. Where some of these are not stressed, the junior high school student will be handicapped in getting off to a good start in his physical education activities.

The writer has accordingly attempted to formulate a set of usable outcome standards that might be used by elementary teachers as a continuous Check Sheet to evaluate programs from day to day to see that they are definitely pointed toward realizable objectives. Obviously, all of the suggested outcomes could not be attained by any one teacher for all members of the class. In all likelihood, not even one student could be expected to attain all of them. They merely will be desirable standards toward which each child might work and which each teacher would emphasize.

These standards are listed under the five main headings which were used by the original committee as the desirable objectives of the physical education program. These objectives include (1) physical; (2) psychological; (3) sociological; (4) safety; (5) recreational.

The chairman formulated the following tentative list of standards and then invited critical participation by a jury of selected graduate students with elementary school experience, who submitted criticisms and supplemental suggestions for improvement of the original setup. From these various sources, a final tentative list of standards was formulated, which follows herewith.

It is the hope of the chairman to carry on extended evaluation of this material with the aid of a national jury of elementary specialists. The present set of standards is submitted as a working model for preliminary experimental use by supervisors and teachers in the elementary field. The chairman will appreciate any suggestions from Association members as to changes of approach or emphasis or types of materials that might prove helpful in actual practice by the elementary teacher.

PRELIMINARY CHECK LIST

PHYSICAL EDUCATION OUTCOMES FOR THE ELEMENTARY TEACHER

The following are specific outcomes that the teacher might well strive to attain for each pupil through the physical education participation period:

I. PHYSICAL OBJECTIVES

1. Neuro-muscular skills and good coordination
2. Good body mechanics and poise, and correction of postural defects
3. Strength, endurance, agility, and alertness
4. Good rhythm and timing
5. Relaxation and balance

II. PSYCHOLOGICAL OBJECTIVES

1. Acquaintance with rules and techniques of simple games
2. Emotional control and release from tension, plus satisfying experiences
3. Good personality traits (cheerfulness, courage, independence, responsibility, resourcefulness, initiative)
4. Self-expression, self-discipline
5. Acceptance of own limitations

III. SOCIOLOGICAL OBJECTIVES

1. Good social habits and attitudes (courtesy, tact, honesty, loyalty, tolerance, unselfishness, respect for others)
2. Good sportsmanship, fair play, democratic attitude, how to lose gracefully
3. Cooperation and helpfulness, and friendliness
4. Sense of followship and leadership
5. Willingness to sacrifice for the good of the group or team

IV. SAFETY OBJECTIVES

Safety skills, habits, and recognition of hazards in various activities:

1. Sports activities on playground and at home
2. Informal activities in classroom, halls and playground
3. Conduct going to and from school (traffic hazards)

4. Activities in and about the home
5. What to do when accidents occur

V. RECREATIONAL OBJECTIVES

1. Understanding of useful leisure time activities for home and family use
2. How to participate for fun in school activities
3. How to develop hobbies for use outside of school
4. How to bring outside hobbies into the school
5. Coeducational play skills; boy-girl activities

SUB-COMMITTEE V: EVALUATION PROCEDURES

A COLLEGE SERVICE CLASS SCORE CARD

Willard P. Ashbrook
The Ohio State University

Introduction

Historians tell us that medicine and physical education have some things in common. Both are dedicated to diagnosing the needs of people and both are committed to attending to the welfare of human beings. One is concerned with the science of diagnosis and the art of healing and the other the science of diagnosis and the art of teaching.

In addition to these attributes, each profession has another common function: estimating the progress of people.

Everyone is interested in progress. It is universal. In medicine people are fascinated by their own progress, parents are concerned about the progress of their children and physicians are anxious to learn about the progress of their patients.

Education, like medicien, is compelled to be interested in progress. Consequently, it is imperative that the profession of physical education employ an adequate system of grading students. This calls for the use of a service class score card.

Need For A Service Class Score Card

The physical educator, like the physician, is obligated to make progress reports and estimate outcomes. This is a necessary part of his teaching, this is his responsibility.

On November 10, 1953, Professor James McCoy, Secretary of the College of Commerce, Ohio State University, 'phoned the physical education department about Freshman John Langmead. Instructor Bill Taylor, after a quick glance at his clip board, was able to furnish him with an accurate up-to-the-minute report right away.

Physicians make their daily rounds, examine patients clinically, read through six pages of laboratory reports on each and then jots down on the summary sheet the status and the progress of each. Bill Taylor, like the physician, feels duty bound to keep abreast of the progress of each of his students. It's a big task.....but a worthy one.

In order to do a good job of reporting progress and appraising student outcomes, it is felt that there should be a plan. Army brass has always said: "Have a plan and then work the plan". The writer has not always agreed with the High Brass but in this instance he does.

There are two more good reasons why an adequate "grading plan" is needed, one is academic rank and the other is academic credit. In order for a teacher to be admitted to academic rank, he must show evidence of good organization, good preparation, and good teaching. And this good teaching must provide an adequate plan for evaluating the progress and achievement of students.

In addition, if an activity course is worthy of academic credit, it must

not only embrace good teaching of Skills, but reasonable assurance that new Knowledges and worthy Social Behaviors are expected outcomes.

So the need for a service class score card is evident: first, because it is a part of our professional responsibility; second, because it is a sign of teaching competence; third, because it is compatible with academic rank; and fourth, because it gives some assurance that the course deserves academic credit.

Acknowledgments

In order to do a competent job of constructing a score card, somebody has to do the "ground work". Scouts in the pioneer days were hired to guide wagon trains in their westward trek. They supplied the leader of the expedition with valuable information. Because of their "ground work", they knew where to cross the rivers, how to avoid the deserts and when to cross the mountain ranges.

The twenty-six committee members, like the pioneer scouts, did a commendable job of providing your chairman with the basic information for this score card. Therefore, full credit must be given to each man who participates in the multiple phases of this project. The names of these fine people appear now in alphabetical order:

Bruce Bennett, Samuel Cobb, Arthur S. Daniels, Richard Fisher, Casey Fredericks, George Haney.

Lewis Hess, Joseph Hewlett, Chalmers Hixson, Robert Kaplan, Harold Kenzig, Charles Kovacic, Robert Kretchmar.

Herbert Kroeten, Charles Mand, Anthony Montonaro, Bernard F. Mooney, Delbert Oberteuffer, Michael Peppe, Matthew Resick, Sam Selby.

Richard Shultz, William Taylor, Carrol Widdoes, Carl Wirthwein, Albert Wise.

Nature of the Score Cards

These cards are intended as measuring devices for the purpose of evaluating students in various physical education activities in the service class program. Instructors are invited to use them as a guide and not as a blue print.

Even in their imperfect state, they merit a fair trial. Physicians haven't always had exacting devices for making diagnoses and estimating the patient's progress. Nevertheless, a physician is duty bound to follow a plan. A plan that bears the stamp of approval of his profession. And he must follow this plan religiously in order to keep the progress reports up-to-date. If he doesn't, he can be charged with negligence.

Like the physician, the physical educator is obligated to use a grading plan that is recommended by his profession. A plan that will enable him to keep abreast of the progress of the students in his service classes. If he fails to use such a plan, he should be charged with incompetence.

It is the belief of this committee that the grading plan represented in these score cards will meet with the approval of this association.

The Basis of the Plan

Constructing a score card always presents certain difficulties. This is true whether it involves the profession of law, medicine, or teaching. Law found that the plan that lead up the road to "due process" was anything but

rosy. Medicine met many hecklers in establishing plans for the science of diagnosis and the art of healing.

It must be admitted that there will always be those who hold opposing views. This is good because they serve as catalysts to spur the members to greater effort.

Like law and medicine, members of this committee in presenting this score card plan have held to a "line" that is compatible with the purposes of education. A "line" that embraces such purposes as a healthier America, a citizenry that uses its leisure wisely, a public that is adequately informed on sports, and a society that believes in and lives by the Golden Rule and the Bill of Rights.

It is our belief that this is a defensible "line". And it is upon this basis that the score card plan has been built.

Scoring Procedure

Each of the twenty-four score cards has a "Grading Plan". This "Grading Plan" consists of three major headings: (1) Skills; (2) Knowledges; (3) Social Behavior. Each of these headings spell out what the student will be graded upon.

Like the system of judging in the Miss America contest, each of the headings is alloted a maximum number of points. The sum of the three allotments adds up to one hundred.

In scoring a student in Skills and Social Behavior, "grading scales" are provided. The Knowledges of the student are appraised when his scores on three or four objective quizzes are recorded.

The student's Final Grade is determined by adding up his scores in Skills, Knowledges, and Social Behavior. His letter grade may be found by converting his total points according to the following scale:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
Under 60	E

A Professional Plea

Like Law, Medicine, and Agriculture, we too have had a tough row to hoe. Like these allied professions, let's hold to the "line" of building a better America.

And in doing this, let's strive to do a better job of organizing students, teaching students, and evaluating students. Then we can wear the academic cloak with just pride. A pride in a profession that engages in the science of diagnosis and the art of teaching.

WRESTLING

Grading Plan:

1. Skills . . . . . 60 Points

The student's skills are evaluated in two parts: first, the demonstration of selected skills; second, the grading of his skills in competion.

Demonstration . . . . . .30 Points
(1) Double and single leg drop, side arm drag 6
(2) A sit out, a stand-up, switch 6
(3) Bar arm, side roll, or crotch and half nelson 6
(4) Block for leg drop 6
(5) Block for sit out 6

Grading Scale for Demonstration:		
	Excellent	6
	Good	5
	Fair	4
	Poor	3
	Unsatisfactory	2

Competition . . . . . .30 Points
(1) Double and single leg drop, side arm drag
(2) Sit out, stand-up, side roll, switch
(3) Bar arm or crotch and half nelson
(4) Block for leg drop
(5) Block for sit out

Grading Scale for Competition:		
	Excellent	6
	Good	5
	Fair	4
	Poor	3
	Unsatisfactory	2

2. Knowledges . . . . . .25 Points
Quizzes are given the student on each of the following topics: (1) history; (2) rules, techniques of wrestling; (3) care of such injuries as blisters, abrasions and burns. All quizzes should have 10 or more questions. It is recommended that all quizzes conform either to the multiple choice, matching, or tru-false pattern of questions.

3. Social Behavior . . . . . .15 Points
The behavior of the student is evaluated in the following associated areas of wrestling: (1) his responses to the organizational arrangement of the class; (2) his responses to the rules of wrestling; (3) his response to the code of good sportsmanship; (4) his display of determination; (6) his show of interest; (7) his repeated assistance in helping classmates to learn; (8) his respect for the rights of the other fellow.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

VOLLEY BALL

Grading Plan:

1. Skills . . . . . .60 Points
Student talents in volley ball are graded partly by means of judging his

ability to demonstrate selected skills and partly by judging his performance in competition.

Demonstration . . . . . 30 Points		Grading Scale for Demonstration:	
(1) Serving	5	Excellent	5
(2) Passing	5	Good	4
(3) Set-up	5	Fair	3
(4) Spiking	5	Poor	2
(5) Taking ball off net	5	Unsatisfactory	1
(6) Position play	5		

Competition . . . . . 30 Points		Grading Scale for Competition:	
(1) Serving	5	Excellent	5
(2) Passing	5	Good	4
(3) Set-up	5	Fair	3
(4) Spiking	5	Poor	2
(5) Taking ball of net	5	Unsatisfactory	1
(6) Position play	5		

2. Knowledges . . . . . 25 Points
The student is required to take quizes in each of the following aspects of volleyball: (1) history; (2) rules; (3) technique. The history quiz as well as all others should have 10 or more questions each. It is suggested that the quiz follow either the multiple choice, matching, or true-false type of questions.

3. Social Behavior . . . . . 15 Points
The responses of the student are appraised in the following aspects associated with this sport: (1) his reactions to the procedures employed in conducting the class; (2) his reactions to the rules of the game; (3) his reactions to the standards of good sportsmanship; (4) his usage of acceptable language; (5) his continued perserverance; (6) his enthusiasm; (7) his encouragement of his classmates; and his (8) regard for the feelings of others.

Grading Scale for Social Behavior; Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

TUMBLING AND STUNTS

Grading Plan:

1. Skills . . . . . 60 Points
Student skills are graded partly by judging his proficiency in demonstrating selected tumbling stunts and partly by the number of stunts he can do.

25-30 stunts . . . . 60 Points	10-14 stunts . . . . 30 Points
20-24 stunts . . . . 50 Points	5-9 stunts . . . . 20 Points
15-19 stunts . . . . 40 Points	

2. Knowledges . . . . . .15 Points
Quizzes are given the student on each of the following topics: (1) history; (2) safety rules; (3) techniques; (4) spotting. Each quiz should have 10 or more questions. Each quiz should follow the pattern of either the multiple choice, matching, or true-false type of question.

3. Social Behavior. . . . . .25 Points
Student behavior is appraised in terms of: (1) his response to the regulations governing the management of the class; (2) his response to the rules of safety; (3) his response to the standards of sportsmanship; (4) his adherence to the use of oral expression that is in good taste; (5) his display of genuine effort to learn; (6) his display of enthusiasm; (7) his willingness to help his classmates; and (8) his respect for the feelings and rights of the other fellow.

Grading Scale for Social Behavior: Excellent 25; Good 20; Fair 15; Poor 10; Unsatisfactory 5.

100 Points

TRACK AND FIELD

Grading Plan:

1. Skills . . . . . 60 Points
Student abilities are evaluated in terms of proficiency in demonstrating his skills in track and field events and his proficiency in displaying his talents in actual competition.

Demonstration . . . 40 Points		Grading Scale for Demonstration:	
(1) Sprinting	5	Excellent	5
(2) Striding	5	Good	4
(3) Hurdling	5	Fair	3
(4) High jumping	5	Poor	2
(5) Broad jumping	5	Unsatisfactory	1
(6) Pole Vaulting	5		
(7) Shot Putting	5		
(8) Conditioning	5		

Competition . . . . .20 Points		Grading Scale for Competition:	
(1) Sprinting	3	Good	3
(2) Striding	3	Fair	2
(3) Hurdling	3	Poor	1
(4) High jumping	3		
(5) Broad jumping	3		
(6) Pole vaulting	3		
(7) Shot putting	2		

2. Knowledges . . . . . .15 Points
Quizzes are given on each of the following topics: (1) history; (2) rules; (3) techniques; (4) conditioning. Each quiz should

conform to either the multiple choice, matching, or true-false type of question.

3. Social Behavior . . . . . 25 Points
Student behavior is evaluated in terms of: (1) his response to the regulations governing the management of the class; (2) his response to the rules of the sport; (3) his adherence to the accepted use of language; (4) his display of genuine effort; (5) his display of enthusiasm; (6) his willingness to help his classmates; and (7) his respect for the rights of others.

Grading Scale for Social Behavior: Excellent 25; Good 20; Fair 15; Poor 10; Unsatisfactory 5.

100 Points

TOUCH FOOTBALL

Grading Plan:

1. Skills . . . . . 60 Points
Student achievement is evaluated in terms of his demonstration of the fundamentals and his playing ability during actual game conditions.

Demonstration . . . . . 20 Points		Grading Scale for Demonstration:	
(1) Forward and lateral passing and receiving	5	Excellent	5
(2) Center Passing and receiving	5	Good	4
(3) Punting and receiving	5	Fair	3
(4) Running	5	Poor	2
		Unsatisfactory	1

Playing Ability . . . . . 40 Points		Grading Scale for Playing Ability:	
(1) Forward and Lateral passing and receiving	10	Excellent	10
(2) Center passing and receiving	10	Good	8
(3) Punting and receiving	10	Fair	6
(4) Running	10	Poor	4
		Unsatisfactory	2

2. Knowledges . . . . . 25 Points
Quizzes are given on each of the following topics: (1) history; (2) rules; (3) techniques; (4) strategy. Each quiz should have 10 or more questions. Each quiz should conform to either the multiple choice, matching, or true-false type.

3. Social Behavior . . . . . 15 Points
Student behavior is evaluated in accordance with: (1) his response to the regulations governing the management of the class; (2) his response to the rules of the game; (3) his response to the standards of sportsmanship; (4) his adherence to accepted use of language; (5) his display of effort;

(6) his display of enthusiasm; (7) his willingness to help his classmates; and (8) his respect for the rights of others.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

INTERMEDIATE TENNIS

Grading Plan:

1. Skills . . . . . 60 Points
   Student abilities are evaluated in terms of his demonstration of the fundamentals of tennis and his performance in the way of playing ability during actual contests.

Demonstration. .	20 Points	Grading Scale for Demonstration:	Excellent	5
(1) Serve	5		Good	4
(2) Forehand	5		Fair	3
(3) Backhand	5		Poor	2
(4) Lob	5		Unsatisfactory	1

Competition	40 Points	Grading Scale for skills during Competition:	Excellent	10
(1) Serve	10		Good	8
(2) Forehand	10		Fair	6
(3) Backhand	10		Poor	4
(4) Position play	10		Unsatisfactory	2

2. Knowledges . . . . . 25 Points
   Quizzes are given in each of the following areas: (1) rules; (2) equipment; (3) space; (4) techniques of tennis. Each quiz is composed of 10 or more questions. Each quiz follows the pattern of the multiple choice, matching, or true-false type of questions.

3. Social Behavior. . . . . .15 Points
   Student behavior is appraised in terms of his response to: (1) the regulations governing the management of the class; (2) the rules of etiquette; (3) the personal effort; enthusiasm and (4) willingness to help the other fellow.

   Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

ELEMENTARY TENNIS

Grading Plan:

1. Skills . . . . . 60 Points
   Student abilities are graded in terms of proficiency in demonstrating selected fundamentals at tennis and his playing ability during actual contests.

Demonstration	40 Points	Grading Scale for Demonstration:	
(1) Serve	10	Excellent	10
(2) Forehand	10	Good	8
(3) Backhand	10	Fair	6
(4) Single and double court positions	10	Poor	4
		Unsatisfactory	2

Competition	20 Points	Grading Scale for Skills during Competition:	
(1) Serve	5	Excellent	5
(2) Forehand	5	Good	4
(3) Backhand	5	Fair	3
(4) Single and double court positions	5	Poor	2
		Unsatisfactory	1

2. Knowledges . . . . . 25 Points
Quizzes are given in each of the following areas: (1) history; (2) rules; (3) techniques; (4) etiquette. Each quiz is composed of 10 or more questions. Each quiz follows the pattern of either the multiple choice, matching, or true-false type of questions.

3. Social Behavior . . . . . 15 Points
Student behavior is appraised in terms of his response to: (1) the regulations governing class management; (2) the rules concerning safety precautions; (3) the personal effort, enthusiasm, and (4) willingness to help others.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

SOCCER

Grading Plan:

1. Skills . . . . . 60 Points
Student abilities are evaluated in terms of proficiency in demonstrating selected fundamental skills of soccer and Playing Ability during actual game conditions.

Demonstration	40 Points	Grading Scale for Demonstration:	
(1) Long and short kicks	10	Excellent	10
(2) Trapping and heading	10	Good	8
(3) Tackling and feinting	10	Fair	6
(4) Position play	10	Poor	4
		Unsatisfactory	2

Playing Ability	20 Points	Grading Scale for Playing Ability:	
(1) Long and short kicks	5	Excellent	5
(2) Trapping and heading	5	Good	4
(3) Tackling and feinting	5	Fair	3
(4) Position play	5	Poor	2
		Unsatisfactory	1

2. Knowledges . . . . . 25 Points
Quizzes are given students on: (1) history; (2) rules; (3) terminology; (4) techniques; (5) strategy. Each quiz follows the pattern of either multiple choice, matching, or true-false questions.

3. Social Behavior . . . . . 15 Points
Student behavior is appraised in terms of: (1) cooperation in class management; (2) adherence to rules of the game; (3) appropriate language; (4) cleanliness; (5) enthusiasm; (6) helpfulness; (7) sportsmanship code.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

ADVANCED SWIMMING

Grading Plan:

1. Skills . . . . . .70 Points
Student abilities are evaluated in terms of the following skills:

(1) Swim 50 yards - side stroke	10
(2) Swim 50 yards - crawl stroke	10
(3) Swim 25 yards - back crawl	10
(4) Swim 50 yards - breast stroke	10
(5) Swim 100 yards - free style	10
(6) Demonstrate hair carry across pool	10
(7) Demonstrate jack-knife dive	10

Grading Scale for Skills: Excellent 10; Good 8; Fair 6; Poor 4; Unsatisfactory 2.

2. Knowledges . . . . . 15 Points
Quizzes are given on each of the following topics: (1) history; (2) sanitation; (3) safety precautions; (4) techniques of swimming. Each quiz should have 10 or more questions. Each quiz should follow the pattern of either the multiple choice, matching, or true-false type.

3. Social Behavior . . . . . 15 Points
Student behavior is appraised in accordance with his response to: (1) the regulations governing the management of the class; (2) the rules of hygiene and sanitation; (3) the policies on safety precautions; (4) standards of personal conduct, enthusiasm, and (5) willingness to help class mates.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 8; Poor 6; Unsatisfactory 3.

100 Points

A COLLEGE SERVICE CLASS SCORE CARD

ARCHERY

Grading Plan:

1. Skills . . . . . 60 Points

The student's skills in archery are appraised in two ways: first, his ability to demonstrate selected aspects of the sport and second, his ability to score in competition.

Demonstration . . . . . 15 Points

The student's skill in performing such fundamentals as: (1) bracing and unbracing the bow; (2) standing position; (3) holding the bow, nocking the arrow; (4) drawing the string, anchoring and holding; (5) release and follow through.

Grading Scale for Demonstration: Excellent - 15; Good - 12; Fair - 9; Poor - 6; Unsatisfactory - 3.

Scoring Ability. . . . . 45 Points

Grade the student's ability to score in the following three instances: first, point of aim, style of shooting, 30 arrows at 20 yards; second, point of aim style, 30 arrows at 30 yards; third, hunting style of shooting, at 20 yards.

Archery Point Values for Scoring
Point-of-Aim Method of Shooting

30 Arrows at 20 Yards

Score	Points
180 or More	15
168 - 179	14
156 - 167	13
144 - 155	12
132 - 143	11
120 - 131	10
108 - 119	9
96 - 107	8
84 - 95	7
72 - 83	6
60 - 71	5
48 - 59	4
36 - 47	3
24 - 35	2
12 - 25	1
0 - 11	0

30 Arrows at 30 Yards

Score	Points
150 or More	15
140 - 149	14
130 - 139	13
120 - 129	12
110 - 119	11
100 - 109	10
90 - 99	9
80 - 89	8
70 - 79	7
60 - 69	6
50 - 59	5
40 - 49	4
30 - 39	3
20 - 29	2
10 - 19	1
0 - 9	0

In order to determine the student's score in the hunting style of shooting (30 arrows at 20 yards), the second scoring table beginning with the top score of "150 or More equals to 15 points" may be used.

2. Knowledges . . . . . 25 Points
The student is required to take a written examination on each of the following topics: (1) history; (2) rules; (3) care of equipment; (4) techniques. Each quiz is composed of 10 or more questions which conform to either the multiple choice, matching, or true-false type.

3. Social Behavior . . . . . 15 Points
The behavior of each student is appraised in terms of: (1) his response to the regulations governing the management of the class; (2) his enthusiasm for most of the phases of archery; (3) his personal effort to learn; (4) his choice of language; (5) his willingness to help his classmates; (6) his respect for the other fellow.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

Final Grade:		
	90 - 100	A
	80 - 89	B
	70 - 79	C
	60 - 69	D
	Under 60	E

BADMINTON

Grading Plan:

1. Skills . . . . . 60 Points
The student's abilities are graded in terms of his proficiency in demonstrating selected fundamental skills in badminton and his playing ability during actual contests.

Demonstration . . . .40 Points	
(1) Serving	10
(2) Forehand	10
(3) Backhand	10
(4) Position Play	10

Grading Scale for Demonstration:	
Excellent	10
Good	8
Fair	6
Poor	4
Unsatisfactory	2

Playing Ability. . . .20 Points	
(1) Serving	5
(2) Forehand	5
(3) Backhand	5
(4) Position play	5

Grading Scale for Playing Ability:	
Excellent	5
Good	4
Fair	3
Poor	2
Unsatisfactory	1

2. Knowledges . . . . . 25 Points
Written examinations are given on: (1) history; (2) technique; (3) equipment; (4) rules. Each examination should have 10 or more questions. Each quiz should conform to either the multiple choice, matching, or true-false type of questions.

3. Social Behavior . . . . . 15 Points
The student's behavior is appraised in regard to: (1) his response to the regulations governing the management of the class; (2) his personal effort and enthusiasm; (3) his language; (4) his willingness to help his classmates; (5) his respect for the other fellow.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

BASKETBALL

Grading Plan:

1. Skills . . . . . .60 Points
Student abilities are evaluated in terms of his proficiency in demonstrating selected basketball skills and his playing ability judged during an actual contest.

		Grading Scale for Demonstration:	
Demonstration	20 Points	Excellent	5
(1) Passing and dribbling	5	Good	4
(2) Shooting	5	Fair	3
(3) Feinting and Pivoting	5	Poor	2
(4) Position play	5	Unsatisfactory	1

		Grading Scale for Playing Ability:	
Playing Ability	40 Points	Excellent	10
(1) Passing and dribbling	10	Good	8
(2) Shooting	10	Fair	6
(3) Feinting and Pivoting	10	Poor	4
(4) Position play	10	Unsatisfactory	2

2. Knowledges . . . . . 25 Points
Students are required to take quizzes on the following: (1) history; (2) techniques; (3) rules; (4) strategies. Each quiz should have 10 or more questions and should conform to either the multiple choice, matching, or true-false type of questions.

3. Social Behavior . . . . . 15 Points
Students are graded in accordance with what they do and say about (1) rules of play; (2) rules of attendance; (3) rules of sportsmanship.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

BOWLING

Grading Plan:

1. Skills . . . . . .60 Points
   Student abilities in bowling are graded partly by his proficiency in demonstrating selected skills and partly by the size of his handicap which he establishes in competition.

Demonstration	20 Points
(1) Approach	5
(2) Delivery	5
(3) Straight ball	5
(4) Hook ball	5

Grading Scale for Demonstration:	
Excellent	5
Good	4
Fair	3
Poor	2
Unsatisfactory	1

   Competition . . . . . .40 Points

   Competition is conducted on a handicap basis. The "scratch" is considered to be 170. Handicaps are computed by taking 80% of the difference between the student's score and 170.

Handicap	Points
19 - 15	40
25 - 20	37
32 - 26	34
40 - 33	31
49 - 41	28
59 - 50	25
70 - 60	21

2. Knowledges . . . . . 30 Points
   The student is required to take quizzes in each of the following aspects of bowling: (1) history; (2) rules; (3) equipment; (4) technique. Each quiz is composed of 10 or more of either the multiple choice, matching, or true-false type of questions.

3. Social Behavior . . . . . 10 Points
   Student behavior is appraised in terms of: (1) his response to regulations governing the management of the class; (2) his enthusiasm for most of the aspects of bowling; (3) his personal effort to learn; (4) his choice of language; (5) his willingness to help his classmates; (6) his respect for the other fellow.

   Grading Scale for Social Behavior: Excellent 10; Good 8; Fair 6; Poor 4; Unsatisfactory 2.

100 Points

ELEMENTARY BOXING

Grading Plan:

1. Skills . . . . . 60 Points

Student abilities are graded in terms of his proficiency in demonstrating selected fundamentals of boxing and his boxing skills during actual competition.

Demonstration . . . . . 20 Points
(1) Straight left to head and body 5
(2) Straight right to head and body 5
(3) Two blocks for left to head and body 5
(4) Two blocks for right to head and body 5

Grading Scale for Demonstration of boxing skills: Excellent 5; Good 4; Fair 3; Poor 2; Unsatisfactory 1.

Competition . . . . . 40 Points
Under careful supervision, students are matched according to abilities, then they box three one minute rounds; then they are evaluated in terms of their skills in:
(1) Straight lefts to head and body 10
(2) Straight rights to head and body 10
(3) Blocks for lefts to head and body 10
(4) Blocks for rights to head and body 10

Grading Scale for skills during boxing Competition: Excellent 10; Good 8; Fair 6; Poor 4; Unsatisfactory 2.

2. Knowledges . . . . . 25 Points
Quizzes are required on the following: (1) history; (2) rules; (3) strategy. These quizzes may be of the multiple choice, matching, or true-false variety. Also, 10 or more questions is the accepted standard for each quiz.

3. Social Behavior . . . . . 15 Points
Students are appraised of their behavior in and about a boxing class. This sort of evaluation touches upon: (1) the student's regard for the regulations governing the management of the class; (2) the student's respect for personal feelings and well being of the other fellow; (3) the student's attitude toward the rules of the report; and (4) the student's willingness to help and encourage a classmate.

Grading Scale for Social Behavior: Excellent - 15; Good - 12; Fair - 9; Poor - 6; Unsatisfactory - 3.

100 Points

BEGINNING FENCING

Grading Plan:

1. Skills . . . . . 60 Points
Student abilities are graded in terms of his proficiency in demonstrating selected fundamentals of fencing and his fencing skills during actual competition.

Demonstration	40 Points	Grading Scale for Demonstration: Excellent	8
(1) Advance and retreat	10	Good	7
(2) Lunge and recovery	10	Fair	6
(3) Thrusts and disengage	10	Poor	5
(4) Parries and attack	10	Unsatisfactory	4

Competition	20 Points	Grading Scale for skills during Competition: Excellent	5
(1) Advance and retreat	5	Good	4
(2) Lunge and recovery	5	Fair	3
(3) Thrusts and disengage	5	Poor	2
(4) Parries and attack	5	Unsatisfactory	1

2. Knowledges . . . . . 25 Points
Students are required to take written quizzes on: (1) history; (2) rules; (3) techniques; (4) equipment. Each quiz should have 10 or more questions of the multiple choice, matching, or true-false type.

3. Social Behavior . . . . . 15 Points
Students are appraised of their behavior in matters pertaining to (1) sportsmanship; (2) rules; (3) absences; (4) safety procedures.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

BEGINNER'S GOLF (Indoors)

Grading Plan:

1. Skills . . . . . 60 Points
Students are evaluated in accordance with their abilities in demonstrating:

(1) Grip and stance	10	Grading Scale for Demonstration: Excellent	10
(2) Backswing	10	Good	8
(3) Downswing and follow through	10	Fair	6
(4) Chipping	10	Poor	4
(5) Pitching	10	Unsatisfactory	2
(6) Putting	10		

2. Knowledges . . . . . 25 Points
Quizzes are required of students in the following: (1) history; (2) technique; (3) equipment; (4) rules; (5) terminology; (6) etiquette. Each quiz should have 10 or more questions of the multiple choice, matching, or true-false type.

3. Social Behavior . . . . . 15 Points

The behavior of students is appraised as regards to their response to the: (1) regulations covering the management of the class; (2) safety precautions; (3) care of equipment; (4) respect for the other fellow; (5) sportsmanship code.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

INTERMEDIATE GOLF

Grading Plan:

1. Skills . . . . . 60 Points
The student's abilities are evaluated partly in terms of his knack in demonstrating selected skills and partly in terms of his proficiency in playing golf.

Demonstration . . . . . 50 Points

(1) Wood (for accuracy)	10
(2) Long Iron (for accuracy)	10
(3) Pitching and chipping	10
(4) Sand shots	10
(5) Putting	10

Grading Scale for Demonstration: Excellent 10; Good 8; Fair 6; Poor 4; Unsatisfactory 2.

Playing Ability . . . . . 10 Points

Grading Scale according to playing scores:

Excellent	(36-29)	10
Good	(42-35)	8
Fair	(48-41)	6
Poor	(54-47)	4
Unsatisfactory	(62-55)	2

2. Knowledges . . . . . 25 Points
Quizzes on: (1) rules; (2) terms; (3) etiquette; (4) equipment. Each quiz should have 10 or more questions of the multiple choice, matching, or true-false variety.

3. Social Behavior . . . . . 15 Points
Students are appraised of their behavior as regards to: (1) The management of the class; (2) their adherence to hygiene; (3) safety standards; (4) sporting standards.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

ADVANCED GOLF

Grading Plan:

1. Skills . . . . . 60 Points
Student abilities are graded in terms of proficiency in demonstrating selected aspects of the game and scoring ability in actual competition.

Demonstration . . . . . 30 Points		Grading Scale for Demonstration:	
(1) Irons and woods (accuracy)	10	Excellent	10
(2) Short game (pitching-chipping)	10	Good	8
(3) Putting	10	Fair	6
		Poor	4
		Unsatisfactory	2

Competition . . . . . 30 Points

Grading Scale according to scores in Competition:

Excellent	(80 - 72)	30
Good	(89 - 81)	25
Fair	(98 - 90)	20
Poor	(107- 99)	15
Unsatisfactory	(117-108)	10

2. Knowledges . . . . . 25 Points
Quizzes are required of students in: (1) rules; (2) terminology; (3) etiquette. Each quiz has a minimum of 10 questions and limited to either multiple choice, matching, or true-false.

3. Social Behavior . . . . . 15 Points
The behavior of students is appraised in such matters as their response to: (1) the regulations governing the management of the class; (2) the rules of the game; (3) their respect for their classmates; (4) their regard for other people.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

HANDBALL

Grading Plan:

1. Skills . . . . . 60 Points
Student abilities are appraised according to his proficiency in demonstrating selected fundamentals of handball and his playing ability during actual competition.

Demonstration . . . . 20 Points		Grading Scale for Demonstration:	
(1) Service	5	Excellent	5
(2) Keeping ball in play	5	Good	4
(3) Placement	5	Fair	3
(4) Position play	5	Poor	2
		Unsatisfactory	1

Competition . . . . . 40 Points		Grading Scale for Competition:	
(1) Service	10	Excellent	10
(2) Keeping ball in play	10	Good	8
(3) Placement	10	Fair	6
(4) Position play	10	Poor	4
		Unsatisfactory	2

2. Knowledges . . . . . 25 Points
Quizzes are given students on: (1) history; (2) rules; (3) equipment; (4) strategy; and (5) techniques. Each quiz should conform to either the multiple choice, matching, or true-false pattern.

3. Social Behavior . . . . . 15 Points
Student behavior is evaluated in terms of: (1) entrance to court; (2) promptness; (3) friendliness; (4) language; (5) courtesies; (6) interpretation of hinder; (7) enthusiasm; (8) cleanliness.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

SAILING

Grading Plan:

1. Skills . . . . . 60 Points
Student sailing skills are graded on the basis of their performance in such things as launching, hauling, landing, crew handling, and safety precautions.

		Grading Scale for Sailing skills:	
(1) Launching and hauling	10	Excellent	10
(2) Turning, etc.	10	Good	8
(3) Sailing and maneuvering	10	Fair	6
(4) Landing	10	Poor	4
(5) Crew handling	10	Unsatisfactory	2
(6) Precautions	10		

2. Knowledges . . . . . 30 Points
Quizzes are given students in each of the following aspects of sailing: history, rules, nomenclature, techniques, equipment. Each quiz should have 10 or more questions. Each quiz should conform to the multiple choice, matching, or true-false pattern.

3. Social Behavior . . . . . 10 Points
Student behavior is appraised in matters of: (1) dress; (2) attendance; (3) language; (4) sailing rules; and (5) sportsmanship rules.

Grading Scale for Social Behavior: Excellent 10; Good 8; Fair 6; Poor 4; Unsatisfactory 2.

100 Points

SQUASH

Grading Plan:

1. Skills . . . . . 60 Points
   Student abilities are evaluated in terms of proficiency in demonstrating selected squash skills and his proficiency in showing his playing ability during game conditions.

Demonstration . .	40 Points
(1) Serving	10
(2) Forehand	10
(3) Backhand	10
(4) Position play	10

Grading Scale for Demonstration:	
Excellent	10
Good	8
Fair	6
Poor	4
Unsatisfactory	2

Playing Ability . .	20 Points
(1) Serving	5
(2) Forehand	5
(3) Backhand	5
(4) Position play	5

Grading Scale for Playing Ability:	
Excellent	5
Good	4
Fair	3
Poor	2
Unsatisfactory	1

2. Knowledges . . . . . 25 Points
   Quizzes are given in each of the following: (1) history; (2) rules; (3) technique; (4) strategy. Each quiz is composed of 10 or more questions. Each quiz follows either the multiple choice, matching, or true-false pattern.

3. Social Behavior . . . . . 15 Points
   Student behavior is evaluated in terms of: (1) his cooperation with the regulations covering class management; (2) adhering to the standards of sanitation; (3) language; (4) demonstrating a belief in the sportsmanship code.

   Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

BEGINNING SWIMMING

Grading Plan:

1. Skills . . . . . 60 Points
   Student abilities are evaluated in terms of the following skills:

(1) Swim width of beginner's pool	10
(2) Swim length of beginner's pool	10
(3) Swim 40 feet (one width)	10
(4) Dive, swim 80 feet (two widths)	10
(5) Dive, swim 120 feet (three widths)	10
(6) Dive, swim 25 yards (one length)	10

2. Knowledges . . . . . 25 Points

Quizzes on each of the following: (1) sanitation; (2) safety precautions; (3) techniques. Each quiz is composed of 10 or more questions. Each quiz conforms either to the multiple choice, matching, or true-false pattern.

3. Social Behavior . . . . . 15 Points
Student behavior is appraised in terms of: (1) cooperation with the policies of class management; (2) adherence to enthusiasm; (3) effort; (4) helpfulness; (5) demonstrated belief in the sportsmanship code.

Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

ELEMENTARY SWIMMING

Grading Plan:

1. Skills . . . . . 75 Points
The student is evaluated in terms of his ability to perform the following skills:

(1) Swim 25 yards - sculling or elementary back stroke	15
(2) Swim 25 yards - side stroke	15
(3) Swim 25 yards - crawl stroke	15
(4) Swim 50 yards - using any or all strokes	15
(5) Tread water one (1) minute	15

Grading Scale for Skills:		
	Excellent	15
	Good	12
	Fair	9
	Poor	6
	Unsatisfactory	3

2. Knowledges . . . . . 15 Points
Quizzes are given students on each of the following: (1) history; (2) sanitation; (3) safety precautions; (4) techniques of swimming the elementary back, side, and crawl strokes. Each quiz is composed of 10 or more questions. Each quiz is limited to either the multiple choice, matching, or true-false type.

3. Social Behavior . . . . . 10 Points
Student behavior is appraised in accordance with his response to (1) regulations regarding class management; (2) rules of hygiene and sanitation; (3) personal effort; (4) enthusiasm and (5) helpfulness.

Grading Scale for Social Behavior: Excellent 10; Good 8; Fair 6; Poor 4; Unsatisfactory 2.

100 Points

INTERMEDIATE SWIMMING

Grading Plan:

1. Skill . . . . . 70 Points
   Student abilities are evaluated in the following skills:

(1)	Swim 25 yards - sculling on back	10
(2)	Swim 50 yards - side stroke	10
(3)	Swim 25 yards - crawl stroke	10
(4)	Swim 25 yards - breast stroke	10
(5)	Swim 75 yards - free style	10
(6)	Demonstrate hair carry	10
(7)	Demonstrate plain front dive	10

Grading Scale for Skills:	Excellent	10
	Good	8
	Fair	6
	Poor	4
	Unsatisfactory	2

2. Knowledges . . . . . 15 Points
   Quizzes are given on each of the following types: (1) safety precautions; (2) hygiene and sanitation rules; (3) techniques of swimming. Each quiz is composed of 10 or more questions. Each quiz conforms to either the multiple choice, matching, or true-false type.

3. Social Behavior . . . . . 15 Points
   Student behavior is appraised in terms of his response to: (1) the regulations governing class management; (2) rules regarding hygiene and sanitation; (3) policies concerning safety precautions; (4) personal effort, enthusiasm and (5) willingness to help classmates.

   Grading Scale for Social Behavior: Excellent 15; Good 12; Fair 9; Poor 6; Unsatisfactory 3.

100 Points

SUB-COMMITTEE ON ADMINISTRATIVE STANDARDS

Arthur A. Esslinger, Chairman
University of Oregon

Two years ago in its annual report this sub-committee proposed a set of administrative standards for public relations.[1] In this report tentative standards are proposed in two other important areas of administration. These areas are:

1. Standards for Selection of New Personnel
2. Standards for Evaluation of Work of Department.

These standards were developed by Dr. John E. Nixon, Assistant Professor of Physical Education, Stanford University, and Chester Stackhouse, graduate student, Stanford University.

A comprehensive list of tentative standards were compiled from pertinent literature on the subject. These standards were discussed and reformulated before submission to a national jury for evaluation. The jury consisted of 56 authors of articles on physical education in professional magazines, physical education administrators and school administrators who had physical education backgrounds.

The jury was requested to rate each of the standards on a four point scale. If the standard was considered essential, a value of "3" was assigned to it. If the standard were considered to be not absolutely essential but in the jurors opinion it would be a very desirable standard, a value of "2" was assigned to it. If the juror thought the standard has some value but was neither essential or desirable, he was to assign a value of "1" to it. If the juror thought that the standard had absolutely no value, he was to assign "0" to it. On the basis of the highest scores, the top ten standards in each area were determined.

Standards for Selection of New Personnel

The Director should never recommend the employment of a new staff member without a personal interview, if such an interview is possible.

The Director should explain the position in detail and give a true and uncolored picture of the vacancy.

It is the Director's responsibility to check the training of the candidate thoroughly.

The Director should work closely with his Principal and Superintendent or administrative head in making the selection.

In view of the applicant's close proximity to, and influence on the students, it is the Director's duty to scrutinize the candidate's background for moral deviation.

---

[1] "Establishing Appropriate Administrative Standards", Fifty-Fifth Annual Proceedings of the College Physical Education Association, 1952. p. 134.

The Director should never be swayed from selecting the man best qualified to teach physical education because of pressure from the varsity athletic program or local "semi-pro" team interests.

The Director should request and give consideration to the candidate's own philosophy of physical education.

The Director should disregard the fact of personal friendship in weighing the qualifications of the various applicants for the position.

Unless there are positive local extenuating circumstances, such factors as religion, race and nationality should be excluded from consideration in making the selection.

A Director should not approach an employed candidate with the thought of making a change without first notifying the candidate's superior.

Standards for Evaluating the Work of the Department

The safety and health of the students is being considered in the program at all times.

There is evidence of punctuality, neatness, enthusiasm and purpose in all areas of the department.

The physical education program is accepted on equal basis by other departments in the school.

The department is educating for appreciation and attitudes as it gives physical exercise and coordination skills.

The staff is always cognizant of the necessity for curriculum study in order to keep the department abreast of the times.

The staff members are of such quality that they command high respect and admiration from the community when they are off duty.

Punctual and well organized staff meetings are scheduled at least once each month.

The members of the staff are educators who are eager to serve the community and men who reflect the social graces as well as the physical aspects of healthful living.

All members of the staff are abreast of latest procedures by reason of reading and attendance at professional meetings.

The people within the community know of the work of the department and feel that it is a vital part of the educational process.

SUB-COMMITTEE ON METHODS AND PRINCIPLES OF TEACHING PHYSICAL EDUCATION

John M. Cooper
University of Southern California

The reports of the last four years have presented principles of movements as one basis of good teaching of performance. In order to implement these principles that were geared to certain aspects of motor skill learning, skill teaching procedures were also mentioned. With these principles were discussions of the role of speed and accuracy in the teaching procedures. Another report dealt with suggested checks, readings or cues useful to the analyst of motor performance.

Like an engineer confronted with a new combination of parts of a new mechanical contrivance, teachers find themselves in new teaching environments with unfamiliar classes. That analogy is true at least with regard to first steps. There should be a review of basic principles.

This year's report of the sub-committee on Methods and Principles of Teaching attempts to present new interpretations and concepts regarding principles underlying body positions.

The teacher of motor skills may find himself in a dilemma when it comes to being clever enough to verbalize scintillatingly, interestingly, and with clarity. He must know the skill language, background, as well as the skill experience of the student. It may prove to be an economy of time as performance improves to explain the potential projection of various body positions the performer takes as he executes motor movements. This, rather than having the performer stop his movements and have him try to perform them correctly. This explanation of potentials of body positions may help the student gain insight more quickly. In "mass" teaching, examples of positions and their potentials can be pointed out to the class as certain individuals are observed in these positions. These positions in turn can be related to the activity being learned and generalizations made.

The position(s) taken by the performer at the start and throughout the performance depend upon such factors as:

1. The task at hand.
2. Subsequent movement(s) desired.
3. Anticipated duration of the task.
4. Potential counter movement(s) if desired ones are thwarted (e.g. by an opponent)

No body position taken at the beginning and during performance is necessarily comfortable at first. But if one position is more comfortable than another it is due almost always to past experiences and to the "tolerance" developed for it. No body position should be held very long (gross body starting positions to be most effective in initiating subsequent movement should be held slightly less than two seconds).

Some examples of body positions and their general possibilities are listed below:

I. Body positions of strength and power are those that usually have the following criteria as being characteristic:

1. Working limb or segment at or near 90 degree angle.
2. The large muscles are maximally employed.
3. The body is usually crouched in order to reduce the total resistance of any body part(s) to movement.
4. A stable base is established especially if the performer is to start from a stationary position in the execution of the movement.
5. The trunk is also put into motion if possible in order to add the momentum of the body to the movement of the limbs.
6. The object or body part to be moved is brought close to the center or fulcrum of the main movement.

II. Body positions whose chief purpose is balance:

1. Feet approximately shoulder width or more apart--usually with one foot slightly in advance of the other.
2. Center of gravity is lowered somewhat.
3. Head is up and back is straight (not necessarily vertical).
4. Hands and arms are in a slightly extended position ready to catch an object, to lower or raise center of gravity for balance or fast movement and/or to push against something to regain balance.

III. Body positions providing base for movements of speed:

1. Body leans in the direction of anticipated movement.
2. Heels are off the ground.
3. A sprinter's stance is taken with one or two hands on ground if tremendous starting speed is desired.
4. Preliminary movement(s) of the body part such as the upper trunk can be made prior to the major movement in the intended direction in order to overcome the inertia of the body.
5. In most sports from a stationary position where hand or foot speed in a short range is the objective the appendage is brought in close to the center of the body.
6. Body weight is taken off foot to be used in motion first (as much as possible) when movement is to be done quickly.

IV. Body positions for endurance:

1. Limbs are carried close to the body in order to reduce the weight.
2. Extremely low and high body positions are avoided if possible. (When in action the elevation of the center of gravity is reduced to the minimum.)
3. Assuming positions which would tend to check or stop the body while in motion (an even slowpace is maintained, i.e., distance runner) are avoided as much as possible because of the greater expenditure of energy.
4. The amplitude of body (such as legs in running, i.e., short stride) movement is reduced.
5. Any follow through is a smooth projection of already initiated movement.

6. The head is allowed to move in a loose easy motion to prevent having to carry the weight of the head in one position very long.
7. Body positions resulting in muscular strain are avoided. As loose a body carriage as possible is maintained.

SUB-COMMITTEE ON PUBLIC RELATIONS

Elwood Craig Davis, Chairman
University of Southern California

OBSTACLES TO INITIATING A PUBLIC RELATIONS PROGRAM

The two previous reports of this Sub-Committee identified some technical matters related to Public Relation. Probably the most important concept presented is that in most modern views Public Relations to be effective is directed at publics, not the public. This demands a knowledge of several publics with the employment of methods, avenues, devices and agents that "fit" each one.

Yet, in spite of these knowledges and the use of expert abilities, sometimes a Public Relations program fails. In fact, cool appraisal shows that it never got started. What, then, are some of the obstacles to initiating a Public Relations program with a selected public?

The Closed Door

One obstable is the "closed door" attitude of a public toward Physical Education. That is, occasionally Physical Education does not have a chance. No matter what the physical education in the case may do or say, the door is closed as far as that given public is concerned.

Investigation of such cases reveals that the selected public may: (1) unknown to the physical educators, harbor suspicion or feel wary. Sometimes this is based on some "forgotten" episode, some "unnoticed" experience that a leading member of that public had. (2) Unknown to the physical educators, the public in the case may be listening to false information; rumors may be circulating among this public's members. In such cases, the public in question may be placing reliance on the word or judgment of some member who purports to know Physical Education, or, who is an irritated parent. (3) Unknown to the physical educators involved, the actual nature and reactions of this public may have changed recently. This kind of occurrence accounts for pollsters who quite badly miss political election predictions. (4) One of the most frequently overlooked reasons for the closed door attitude is the emergence of "bad" relationships among the publics which Physical Education serves. The thing that happens here somewhat resembles what happens when members of an athletic team begin to have "bad" relationships among themselves.

(5) Occasionally the door is closed to a physical education department's public relations efforts because of departmental personnel errors of omission or commission. These mistakes, usually thoughtlessly done, range all the way from a short or student reply over the telephone to smugness about his program by the department head. It is necessary to keep in mind that students, alumni, academic faculty, parents, administrative officers, and others are some of the publics to whom physical educators direct Public Relations. One companion thought here is that the agents who carry out a public relations program are students (they play a dual role), custodians, office personel,

teaching personnel. The second companion thought is that the old idea of Public Relations beginning at the top is now outmoded. It begins at the bottom. Not infrequently the girl that answers the departmental telephone is the most powerful of all public relations agents.

(6) Sometimes the closed door attitude stops Public Relations in its tracks because those who plan the approaches and methods used to "reach" a public, base their plan on knowing too few and an unrepresentative sampling of that public. (7) Sometimes a department's public relations program is too "sweet", too pat, smacks too much of "hearts and flowers". Or, for that matter, it could appear to be too crude, abrupt or too obvious.

(8) Sometimes, although very infrequently, the department head stands in his own light. It may be the way he operates, his personality, the views he expresses or how they are expressed, that results in his being the reason for the closed door.

These eight and other obstacles to the initiation of a public relations program with a given public need not of course be encountered. Almost without exception when the cause is ferreted out, the departmental staff is astonished. The cause for this astonishment usually is (1) geared to not making sure; (2) not dealing with a public's real opinion-molders (as contrasted possibly with those who presently hodl office), (3) not eradicating, clarifying, eliminating all possible causes of resentment, wariness, suspicion; (4) not having a genuine feeling of good will toward that public and not understanding its current nature, its current beliefs; (5) not giving a chance perhaps for this public to express itself, be recognized, be considered, its real leaders to have a voice.

Such preliminary steps often take time. But whatever that time, it is short compared with the time it takes to open the door, once it is closed.

HIGHLIGHTS OF PERSONNEL STATUS COMMITTEE REPORT

Seward C. Stoley
University of Illinois

TABLE I. The number of four-year colleges (and universities) in the continental United States employing full-time, male physical education and related (athletic, recreation and hhealth education) staff members as administrators, teachers, coaches, and trainers; the number of such personnel; and the number of respondents, during the year September 1, 1951 to August 31, 1952; arranged by States.

State	No. of Colleges	No. of Staff Members	No. of Respondents
Alabama	16	61	10
Arkansas	17	63	3
Arizona	4	22	15
California	35	335	65
Colorado	8	67	21
Connecticut	15	80	21
Delaware	3	15	3
Florida	9	86	21
Georgia	16	55	12
Idaho	4	12	5
Illinois	36	186	64
Indiana	21	132	35
Iowa	20	99	16
Kansas	18	75	9
Kentucky	18	69	12
Louisiana	13	68	15
Maine	8	40	7
Maryland	12	88	16
Massachusetts	21	158	20
Michigan	21	151	40
Minnesota	18	74	17
Mississippi	10	47	5
Missouri	21	71	26
Montana	7	29	3
Nebraska	14	45	12
Nevada	I	4	2
New Hampshire	5	23	5
New Jersey	15	102	15
New York	51	377	84
New Mexico	9	26	9
North Carolina	23	115	33

(Continued on next page)

TABLE I. (continued)

State	No. of Colleges	No. of Staff Members	No. of Respondents
North Dakota	8	22	8
Ohio	40	213	48
Oklahoma	17	66	9
Oregon	14	64	24
Pennsylvania	51	242	41
Rhode Island	3	23	6
South Carolina	14	62	6
South Dakota	12	32	11
Tennessee	25	98	14
Texas	44	187	28
Utah	4	41	13
Vermont	5	12	6
Virginia	16	79	12
Washington	14	69	23
West Virginia	17	71	12
Wisconsin	21	117	16
Wyoming	3	17	2
District of Columbia	9	41	6
	806	4,229	910

Read: In the state of Illinois, during 1951-52, there were 36 colleges employing one or more full-time, male physical education (and related services) staff members; these colleges employed a total of 186 persons, of which 64 responded.

Of the total number (4,229) of individuals eligible to make replys, 910 (21.5%) returned usable questionnaires.

TABLE II. Distribution of four-year colleges (and universities) in the continental United States employing various numbers of full-time, male physical education and related (athletic, recreation, and health education) staff members as administrators, teachers, coaches, and trainers, during the year Sept. 1, 1951 to Aug. 31, 1952.

No. of full-time male staff members	No. of Colleges
1	106
2	198
3	141
4	93
5	48
6	43
7	25

(Continued on next page)

TABLE II. (continued)

No. of full-time male staff members	No. of Colleges
8	21
9	21
10	14
11-12	29
13-15	23
16-20	16
21-30	19
31-50	9
	806

Read: In the continental United States during 1951-52, there were 141 colleges employing 3 full-time, male physical education (and related services) staff members.

Of the 806 institutions employing full-time male personnel in these services, 508 (66.7%) employed only 1, 2, 3 or 4 persons.

TABLE VIII. Sec. I, Item 2. What was the nature of your appointment

n = 857 (94.2%)

Nature of Appointment	n	% of Group
Curricular work only	239	27.9
Extracurricular work only	16	1.9
Combination of Curricular and extracurricular work	602	70.2

The great majority (841 or 98.1%) of those who answered this question reported full-time or part-time curricular employment.

TABLE XVIII. Sec. II, Item 5. Coach (or assist) varsity sports during school year (September to June) - without extra pay.

(a) Distribution of coaches according to number of sports

n = 434 (47.7%)

Number of Sports	n	% of Group
1	196	45.2
2	144	33.2
3	88	20.3
4	5	1.2
5	0	-
6	1	.2

Almost one-half (434 or 47.7%) of the whole group (910) reported coaching assignments.

The great majority (428 or 98.6%) of the men engaged in coaching coached 1, 2, or 3 sports.

TABLE XXI. Sec. II, Item 7. Miscellaneous, University or Department Activities during school year (September to June) - without extra pay.

n = 886 (97.4%)

	n	% of Whole Group	Av. No. Weeks or Jobs	Av. No. Hrs. per Week or Job
Serve on Univ. or Dept. Comm. (weeks)	474	52.1	27.6	2.6
Counsel (advise) students (weeks)	479	52.6	32.6	4.5
Serve as frat. or club advisor (weeks)	254	27.9	31.5	2.1
Supervise student teaching (weeks)	140	15.4	31.6	6.5
Conduct (or assist) shows, etc. (weeks)	77	8.5	10.8	7.3
Manage (or assist) sports affairs (weeks)	192	21.1	20.3	6.9
Work at public relations (weeks)	184	20.2	30.6	4.9
Teach at sports' clinics (jobs)	111	12.2	3.3	10.6
Officiate sports' events (jobs)	137	15.1	12.9	5.1
Give public lectures (jobs)	253	27.8	12.0	6.7
Make surveys (jobs)	65	7.1	7.7	18.5
Render consultant service (jobs)	124	13.6	11.3	8.9
Other	52	5.7	21.2	9.7

Many of these activities were of long duration (extending over all or a large part of the school year) and required only a few hours daily or weekly. Some were of short duration (extending over a few weeks) and required a concentration of work-hours at the time.

Two activities, serving on Committees (52.1%) and counselling students (52.6%) were the most common reported by the respondents.

Under "Other" activities, the respondents listed supervise job placement, manage workshops, supervise equipment, manage facilities, and the like.

TABLE XXIX. Sec. III, Item 6. Non-University professional work during summer - for extra pay

n = 165 (18.1%)

Type of Work	n	% of Whole Group	Av. No. Weeks	Av. No. Hrs. per Week	Av. Total Net Income	Range of Total Net Incomes
Camp	59	6.5	8.6	53.4	$890.3	$100 to $5,000
Playground	21	2.3	9.0	27.7	451.2	40 to 1,000
Swim. pool or beach	33	3.6	8.8	31.2	535.3	70 to 2,000
Other	52	5.7	9.8	37.6	864.1	25 to 8,000

Slightly less than one-fifth (165 or 18.1%) of the whole group (910) reported participation in non-University professional work during the summer, for extra pay.

The types of activity most commonly reported under "Other" were coaching and/or managing golf, tennis and baseball, and conducting recreation programs.

TABLE XXXI. Sec. III, Item 8. Miscellaneous professional activities during year (September 1, 1951 to August 31, 1952) - for extra pay

n = 302 (33.2%)

	n	% of Whole Group	Av. No. Weeks or Jobs	Av. No. Hrs. Per Week or Job	Av. Total Net Income	Range of Total Net Incomes
Write books or articles (weeks)	73	8.0	17.1	19.4	$297	$ 15 to $1,200
Give lectures (jobs)	50	5.5	11.4	8.6	165	20 to 3,500
Make (or assist) surveys (jobs)	7	.8	8.3	32.0	367	70 to 1,000
Render consultant service (jobs)	25	2.7	7.6	17.6	266	25 to 1,500
Teach at sport clinics (jobs)	22	2.4	2.4	19.4	183	10 to 700
Coach athletic teams (weeks	26	2.9	19.2	17.3	626	100 to 1,300
Officiate sports events (jobs)	137	15.1	17.5	8.2	252	8 to 1,500
Other	39	4.3	19.8	14.1	426	100 to 2,340

One-third (302 or 33.2%) of the whole group (910) reported participation in miscellaneous professional activities during the year, for extra pay. Some participated in more than one. The total number of such participations was 379.

For those who participated in these activities (302) the average for such participation was $396.

TABLE XXXIII. Sec. IV. Professional, honorary, and service organization membership (b) Distribution of men belonging to each type of organization

n = 866 (95.2%)

Number of Organizations	Professional n	Professional % of Group (718)	Honorary n	Honorary % of Group (383)	Service n	Service % of Group (243)
1	133	18.5	214	55.9	230	94.6
2	163	22.7	119	31.1	10	4.1
3	146	20.3	29	7.6	2	.8
4	154	21.4	14	3.6	1	.4
5	66	9.2	7	1.8		
6	34	4.7				
7	14	1.9				
8	4	.6				
9	3	.4				
10	1	.1				

Two-thirds (596 or 65.7%) of the whole group (910) reported belonging to 1, 2, 3, or 4 professional organizations.

Slightly more than one-third (333 or 36.7%) of the whole group (910) reported belonging to 1 or 2 honorary organizations.

One-quarter (230 or 25.2%) of the whole group (910) reported belonging to 1 service organization.

TABLE XXXIV. Sec. V, Item 1. Conventions, conferences, workshops, clinics, etc., you attended during year - without extra pay

(a) Attendance

n = 660 (72.5%)

Number Attended	n	% of Group
1	206	31.4
2	175	26.7
3	145	22.1
4	70	10.7
5	41	6.3
6 and over	19	2.9

Slightly less than three-quarters (660 or 72.5%) of the whole group (910) reported attendance at professional organization affairs.

Slightly more than three-quarters (526 or 78.2%) of the respondents to this question attended 1, 2, or 3 professional organization affairs.

TABLE XL. Sec. VII. Graduate study

n = 296 (32.5%)

Time of Enrollment	n	% of Group	% of Total
School year and summer	131	44.3	14.4
School year only	68	23.0	7.5
Summer only	97	32.8	10.6

Nearly a third (296 or 32.5%) of the whole group reported enrollment in graduate study.

TABLE XLVIII. Sec. VIII, Item 3. Of 52 Sundays in the year, on how many did you work?

n = 514 (56.5%)

Average number of Sundays worked during year	16.1
Average number of hours worked per Sunday	4.8

This item is presumed to include all kinds of work except home chores - University work, non-University work, professional organization services, community and social organization services, and graduate study.

Somewhat more then half (514 or 56.5%) of the whole group (910) reported working on Sundays.

TABLE LVI. Total Earned Income. Figures used in this table constitute the respondents total earned income - including Sec. I, Item 2, Basic Contract Salary and Sec. III, Other Earned Income.

n = 862 (94.7%)

Amount	n	% of Group
Under $ 3,000	4	.5
$ 3,000 to $ 3,999	83	9.6
4,000 to 4,999	222	25.8
5,000 to 5,999	218	25.3
6,000 to 6,999	156	18.1
7,000 to 7,999	81	9.4
8,000 to 8,999	47	5.4
9,000 to 9,999	20	2.3
10,000 to 10,999	15	1.7
11,000 to 11,999	8	.9
12,000 and over	8	.9

Of those who made earned income reports (862) seven-tenths (596 or 69.2%) fell in the $4,000 to $6,999 bracket.

TABLE LVII. Total Average Work Week Hours. Figures used in this table represent the total number of hours the respondents reported working in an average week as shown in Sec. I, Item 5, University work and Sec. I, Item 6, non-University work.

n = 793 (87.1%)

Numbers of Hours	n	% of Group
Under 20	1	.1
20 to 24	21	2.6
25 to 29	19	2.4
30 to 34	22	2.8
35 to 39	32	4.0
40 to 44	90	11.3
45 to 49	118	14.9
50 to 54	143	18.0
55 to 59	103	13.0
60 to 64	97	12.2
65 to 69	47	5.9
70 to 74	45	5.7
75 to 79	17	2.1
80 to 84	16	2.0
85 to 89	5	.6
90 and up	17	2.1

These figures are presumed to include all types of work excepting home chores - University work, non-University work, professional organization services, community and social organization services, and graduate study.

Of those who provided usable work week hours responses (796) seven-tenths (551 or 69.5%) fell in the 40 to 64 work week bracket.

The average total work week was 54 hours.

Note: It is quite probable that some of the respondents, notably those who reported working less than 30 hours per week and those who reported working 90 or more hours per week, misinterpreted the two questions which comprize the basis for this table.

A HISTORY OF PROFESSIONAL PREPARATION FOR PHYSICAL EDUCATION IN THE UNITED STATES (1861 - 1948)*

Earle F. Zeigler
The University of Western Ontario
London, Canada

Purpose and Validation of the Problem

This study has traced the history of professional preparation for physical education in the United States from 1861 to 1948. It was felt that a definite need for this study existed, inasmuch as no other piece of research could be located which traced the development within this area since its beginning. At various stages of the development, all types of schools, colleges, and universities have attempted to prepare teachers of physical education. At first this work was in the hands of the private normal schools. The subsequent entrance of colleges and universities into the field brought about sweeping changes in the various curricula.

At present there are about five hundred institutions of higher learning offering preparation for physical education. These programs are limited and guided in large measure by the certification requirements of the various state departments of education which brought about legislation calling for specific course preparation. When it is realized that no two states have the same certification requirements for teachers of physical education, the immensity of the task of establishing a standard curriculum is immediately understood. If this study helps physical educators in small measure to better comprehend some of the changes throughout the years in the preparation of physical education teachers and thus affords a better understanding of present problems, its purpose will have been accomplished.

Method of Procedure and Treatment of Findings

Three major processes were involved in applying the historical method to the history of professional preparation for physical education: (1) collection of data from the primary and secondary sources; (2) criticism of the collected data; and (3) presentation of the facts.

The stage was set first for the rise of teacher training in the United States. The various historical, social, and educational events were traced briefly which gave rise to the need for professionally prepared teachers, and consequently specialists in the area of physical education. Coincidental with this, the history of physical education in the United States was reviewed briefly also. The reasons for its present important place in the educational pattern were stressed. This material was obtained mostly from conventional secondary sources and served as an introduction to the main body of the text, which naturally was obtained largely from primary sources.

---

* An Abstract of a Thesis Accepted by the Faculty of the Graduate School of Yale University for the Degree of Doctor of Philosophy, September, 1950. 506 pp.

The programs of eight institutions offering majors in physical education (Normal College of the American Gymnastic Union, Oberlin College, Springfield College, The Harvard Summer School of Physical Education, Wellesley College (The Boston Normal School of Gymnastics), Michigan State Teachers College at Ypsilanti, Columbia Teachers College, and the University of Wisconsin) were traced from their inception to 1948 at approximately ten-year intervals. The major programs in Health Education or Recreation wer not specifically treated, as it was felt that the inclusion of these areas, in addition to the general physical education majors, would enlarge the scope of this study beyond reason. The institutions chosen for specific attention represent eight of the oldest and best efforts in this area in the country. The admission requirements, curricula offerings, instructional staff evolution, etc. were presented decade by decade throughout their history. Coincidental with this, the factors conditioning changes in the preparation of teachers were discussed. Important historical data gathered from other major programs in physical education were interspersed when deemed necessary.

The treatment of the history of this phase of the field of physical education was divided into three periods: The first covered the period from 1861 to 1889; the second dealt with the years 1890 to 1919; and the third period traced the evolution of teacher education in physical education through 1948. It was decided not to stop with the advent of the second World War, risking the loss of historical perspective, because much vital material bearing on the subject would have had to be omitted with resultant marring of a comprehensive pciture of the development.

The presentation of the facts created a problem, which was resolved only after the study was over half completed. At first the author attempted to organize the material in a completely chronological fashion, inasmuch as this topic had never been covered in its entirety. This approach not only became very unwieldy, but also left the reader with a superhuman task of sorting the various subdivisions mentally. Realizing that this approach was impossible, although desirable from a particular standpoint, the total body of gathered material was rearranged chronologically under separate headings. It was felt that this latter method of treatment would be more helpful to the reader, who might at the moment be interested, for example, only in the evolution of the curriculum. This approach has much merit, because the reader can trace a particular subdivision or topical heading from beginning to end in a particular period without the burden of sorting through an index. In addition, the more or less casual student of the subject will perhaps retain interest, because he can link the past to the present much more quickly and easily than in a conventional history of a subject.

Topical Headings of the Study

Selective Admission, Placement, and Guidance

This subdivision is traced from the first school, where there were no entrance requirements, to 1948, when complicated routines of mental and physical examinations, interviews, and questionnaires precede student guidance and subsequent placement in the field. The present trend is toward generalization of entrance requirements, working toward a continuous long-range program of selection.

Curriculum - Aims and Methods

The aims and methods of the early normal schools of physical training varied a great deal, because the leaders possessed different backgrounds. Foreign systems of gymnastics still held sway in this early period, although toward the latter part of this period, some physical educators were taking on an eclectic and fairly scientific approach to the matter. The general aim seemed to be to provide a normal course in physical training for persons interested in this "new crusade." In the present period from 1920 to 1948, a unique American philosophy of physical education was beginning to exert its influence on the teacher preparation in the field. Legislation appeared for improved health education as a result of the army draft medical examinations of World War I. Leaders in the teacher education area began to envisage the physical educator as a man of more professional stature than previously. The need for both cultural and vocational education in the professional physical education curriculum was expressed by leaders in the field in the early 1930's. Although the two major attempts of the past two decades to improve the quality of preparation have been to a certain degree unsuccessful, the objective has not yet been abandoned. National standards may come within the not too distant future. The curriculum is now being conceived as "all the experiences provided for the development of the professional student." Requirements should be set up in terms of objectives rather than specific courses.

Curriculum - Length of Course and Types of Degrees

The first course for training teachers of physical education lasted ten weeks. Upon completion of this work, the student received a diploma. Today the professional student in physical education can be awarded the Doctor of Philosophy degree or the Doctor of Education degree upon successful completion of a program extending over a seven-year period. This author can only recommend what is felt to be an absolute necessity - a five-year standard curriculum for teachers of physical education. It seems logical that the time requirement will vary with individuals and institutions. Competency in achieving the objectives of the curriculum should be the criterion for graduation rather than a definite number of years of a certain number of specific courses.

Curriculum - Specific Courses and Trends

Curricula offered in the early period varied a great deal. The aim was to provide about as much knowledge of the body as an early doctor would know. Training in physical education theory and practice depended upon which system of gymnastics was propounded. In the second period the subject-matter of the curricula continued to expand. About 1910 certain programs began to include a fair distribution over the general academic, basic science, professional education, and professional physical education courses. In the present period the specific courses of the eight curricula analyzed individually reflected this broadening outlook. The most prevalent specialized curriculum in physical education in 1927 was that of athletic coaching. Steps were taken to bring about a standardized course nomenclature. Because curricula were so heterogeneous, a national committee presented a standard curriculum in 1935. By the middle of the 1930's, the demand had shifted so that a coach, an academic teacher, and a physical educator were desired in that

order. The reason for this change was perhaps partly economic; yet it might have occurred because the high schools were emphasizing the naturalized or play program for required work with a continued emphasis on strong athletic teams. It was found that the standards of the average program would have to be raised, if the field hoped to consolidate recent gains. A five-year major program seems absolutely necessary, if it is expected that the prospective teacher in this field know the areas of health education, physical education, athletics, and recreation, not to mention an "awareness" of safety education.

Graduate Study

Graduate study in physical education did not begin until the second period of this study. Even then, very little graduate work of a scientific nature was offered. Further investigation is necessary to determine accurately the history of the early graduate programs. Columbia Teachers College and New York University took a very important step in 1924, when programs leading to the Ph.D. degree with concentration in physical education were offered. Later (in 1929) Stanford University and The University of Pittsburgh offered the Ed.D. degree with a major in physical education. In 1942 it was reported that there were fifty-six institutions offering a graduate major in physical education for an advanced degree. Research dealing with the graduate area has been slow to develop. Hewitt's study at the University of Oregon in 1943 has been the only significant piece of work in this area. In 1943 twenty colleges and universities offered a major in the field leading to the doctor's degree. Graduate study conferences were begun in the mid-west in 1946.

In-Service Training of Teachers - Summer Schools

During the early period a number of summer training programs in physical education began. In the second period physical education was offered as part of the curriculum at many summer schools for teachers who wished to avail themselves of some in-service training in the field, which had so recently been introduced in a number of public school systems. It wasn't until the latter part of the second period that summer study began on a large scale. Early criticism of this summer work indicated that, because of the lack of state certification, many people were going to one or two summer courses and considering themselves able physical educators. No effort has been made to trace the history of the summer school movement in physical education since 1920. Such an investigation would have lengthened this study beyond reason. Further investigation should be conducted along these lines. The Total number of summer sessions in 1931 was six hundred and fifty-four. Approximately twenty-eight and six-tenths per cent of the total number of teachers, or 273, 148, were enrolled in summer courses in 1931. The early emphasis was largely upon the upgrading of the professional preparation of teachers in service. By 1931 the emphasis was changing in the direction of further professional growth, as opposed to merely passing courses and obtaining credit. After the second World War, summer schools were being used again for what is ultimately a secondary purpose - many veterans took advantage of the government's offer to bear a large share of the expense involved in their preparation for life work and living.

In-Service Training of Teachers - Professional Organizations

A number of professional associations and groups have been organized by people with special interest within the field. Among these are The College Physical Education Association (1897), The Academy of Physical Education (1904), Phi Epsilon Kappa (1913), Phi Delta Pi and Delta Psi Kappa (1916), The American Physiotherapy Association (1921), The National Association of Physical Education for College Women (1924), The American Academy of Physical Education (1926), The Society of State Directors of Health and Physical Education (1926), The American School Health Association (1927), and the American Association for Health and Physical Education - a Department of the National Education Association (1937). This latter group was formed by an amalgamation of the earlier American Physical Education Association (1885) and the Department of School Health and Physical Education of the National Education Association (1893).

In-Service Training of Teachers - Professional Periodicals

This means of professional in-service training for teachers in the field began in the second period of this investigation. Important periodicals in the field were Mind and Body (1894), American Physical Education Review (1896), Recreation (1907), The Journal of Physical Education (Y.M.C.A.) (1901), The Athletic Coach (1921), the Physiotherapy Review (1921), the Archives of Physical Medicine (1921), Hygeia - The Health Magazine (1923), Safety Education (1924), The Amateur Athlete (1925), The Journal of School Health (1930), The Journal of Health and Physical Education and The Research Quarterly (1930), The Scholastic Coach (1931), and The Physical Educator (1940).

Administrative Problems of Teacher Education

a. Staff Evolution

Teaching personnel grew in number from one in certain teacher education institutions to fifteen or more full-time and part-time instructors by the end of the second period. Visiting lecturers were often engaged to lend prestige and save money, because they were part-time staff members. The teachers obtained more academic preparation and subsequent advanced degrees gradually as time went on. It was common practice for the director of the normal school or department to hold the M.D. degree at this time, although this practice was later questioned. By 1920 the academic preparation of the individual members had improved tremendously. This improvement continued from 1920 to 1930, although it was more noticeable in some schools than in others. Those schools which had inaugurated Master's or Doctor's programs showed a steady improvement in the calibre of their staffs. Even though gradual improvement has been made, there is still much to be desired. An encouraging note is that approximately half of the instructors in seven of the institutions investigated have Master's degrees. It is amazing how few people have Doctor's degrees at these colleges and universities, with the exception of Wellesley College.

b. Growth in the Number of Training Programs

Whereas seven normal schools (private) of physical education, several summer schools, and a small number of state normal schools, colleges, and universities had offered preparation for physical education in the period from

1861 to 1889, the subsequent period from 1890 to 1920 witnessed the establishment of approximately one hundred and seventy-five training programs, ranging from fifteen or twenty summer courses (six-week) to a five-year program granting an A.B. degree and a certificate in physical education. In the present period the growth in the number of institutions offering professional preparation in the field has been phenomenal. In the decade following World War I, a flood of state physical education laws had been passed. Because of this, some one hundred and thirty-seven colleges and universities began to offer training. From 1930 through 1939, despite the severe financial depression, approximately ninety-seven more entered the field. It is still too early to say just how great the influence of the second World War will be, but the same pattern seems to be developing. From 1940 through 1948, some ninety-six colleges and universities started programs. At the moment there are about five hundred such programs in the United States.

c. Teacher Certification and State Laws

In the early period certification requirements had centralized to a certain extent under the jurisdiction of state authorities. Recognition of Professional and academic preparation was given in more than half of the states by 1897. From 1890 through 1919, some twenty states passed laws requiring physical education to be taught in the public schools. The definite trend toward centralization of certification in the state departments of education continued along with a progressive raising of minimum requirements. World War I helped bring about needed state legislation enforcing the required teaching of physical education. By 1927 professional training was recognized by all states as a condition for issuing teachers' certificates. The various states have gradually raised requirements for teachers, but have neglected various opportunities to standardize their efforts. Forty-one states now have physical education laws.

d. Professional Status and Ethics

Since 1927 efforts have been made to encourage members of the physical education field to become truly professional in every sense of the word. A committee on professional ethics published a list of items in 1932 by which the physical educator could guide his professional conduct. Teaching has unfortunately not yet become a life-career service, but indications point definitely in that direction. The professionalization of physical education teachers has been indicated by the extent of their organization into various professional groups, but there is still great room for improvement. The American Association for Health, Physical Education, and Recreation appointed a Committee on Vocational Guidance in 1942 to prepare a report which could be offered to high school students thinking of choosing this field for their life work.

* * * * * * * * *

Ed. Note: 1. While professional preparation for our fields is relatively new in Canada, pertinent information should, perhaps, be accumulated for a similar study to be done in Canada in the future.

2. The complete thesis is available on Microcard from Springfield College

THE DERIVATION AND APPLICATION OF THE PRINCIPLES OF THE WORLD WAR II PHYSICAL RECONDITIONING PROGRAM TO THE UNIVERSITY PROGRAM

Matt L. McBride
Argo High School
Argo, Illinois

The Problem

The problem is to derive, validate, and apply the principles of the programs of World War II physical reconditioning to the University program.

The Method of Investigation Followed

1. Determining the sources of the literature.
2. Establishing a plan for the organization of the principles.
3. Selecting and developing the principles.
4. Validating the application of the principles.

The Findings

As a result the findings of the investigator are:

1. The literature consists of both civilian and military sources.
2. The principles were developed according to five major Groups. These groups are:
   (1.) The objectives of the program.
   (2.) The organization and administration of the program.
   (3.) The program of activities.
   (4.) The leadership phase of the program.
   (5.) The evaluation phase of the program.
3. Thirty-one principles were derived. These principles are as follows:

Group I. The Principles Which Relate to the Objectives of the Program.

1. The principle of maintenance.
2. The principle of acceleration.
3. The principle of restoration.
4. The principle of psychological readjustment.
5. The principle of physical fitness for civilian life.

Group II. The Principles Which Relate to the Organization and Administration of the Program.

6. The principle of classification.
7. The principle of determining the onset of convalescence.
8. The principle of patient identification.
9. The principle of examination and reclassification of patients.
10. The principle of general medical diagnosis.
11. The principle of patient orientation.
12. The principle of caring for and selecting equipment.
13. The principle of scheduling activities.

Group III. The Principles Which Relate to the Physical Reconditioning Program of Activities.

A. The remedial exercise program.

14. The principle of medical diagnosis.
15. The principle of "why and how".
16. The principle of muscle atrophy.
17. The principle of range of motion.
18. The principle of disability groups.
19. The principle of the therapeutic value of exercises.

B. The Conditioning Exercise Program of Activities.

20. The principle of physiological tolerance.
21. The principle of alternation.
22. The principle of the conduct of the program.
23. The principle of program uniformity and content.
24. The principle of gradual progression.
25. The overload principle.
26. The principle of "set drills".
27. The principle of antomical and physiological differences.

C. The Adapted Sports Program of Activities.

28. The Principle of selecting a program of adapted sports.

D. The Aquatic Therapy Program of Activities.

29. The principle of selecting a program of therapeutic aquatics.

Group IV. The Principle Which Relates to the Leadership Phase of the program.

30. The principle of the personal qualities of leadership.

Group V. The Principle Which Relates to the Evaluation Phase of the Program.

31. The principle of program evaluation.

4. According to the rating given by the jury of ten leaders the thirty-one principles were found to apply in varying degrees to the University physical reconditioning program as follows:

(1.) Twenty-five principles were rated in the first category of importance.
(2.) One principle was rated in the second category of importance. (No. 22)
(3.) One principle was rated in the third category of importance. (No. 1)

(4.) Two principles were rated in the fourth category of importance. (No. 18-23)
(5.) Two principles were rated in the fifth category of importance. (Do not apply at all.) (No. 8-26)

5. The reliability of the jury ratings was found to be r = .87 which according to current standards is considered to be acceptable.

EFFECTS OF VIOLENT COMPETITION UPON CERTAIN PROJECTIVE MEASURES OF PERSONALITY

Warren R. Johnson and Daniel C. Hutton
University of Maryland

The psychological role of competitive sports in modern life has not as yet been subjected to systematic research analysis -- from either the viewpoint of the competitor or the spectator. Earlier studies by Harlow, Stone (unpub.), and Johnson (unpub.) tend to indicate that the projective tests of personality may provide practical means for getting at certain aspects of this problem. The purpose of the present study is: (1) to evaluate a projective personality test as to its suitability as a tool for determining the effects of a violent sport upon "total personality" structure, and (2) to attempt to find some answers to the question: what specific psychological values or compensations are derived from participating in a violent and combative, but socially condoned, activity?

Buck's House-Tree-Person (HTP) test of "total personality" was administered to 8 members of a college varsity wrestling squad under 3 conditions: (1) approximately 3 weeks prior to the first interschool match of the season (to establish a "normal" personality rating for each wrestler), (2) 3-5 hours prior to the first interschool match of the season (to determine the influence of anticipatory stress upon personality dynamics, as measured), and (3) the morning after the competition (to discover possible evidence of change in such things as the relationship of functional to potential I.Q., hostility level, guilt reaction, etc., resulting from the tension reduction or the overt expression of violence). Due to changes in team status, not all wrestlers were tested under all 3 conditions.

The protocols were evaluated and interpreted in terms of established procedures by a clinical psychologist who had helped to develop the HTP test.

Findings:

1. As measured, rather striking changes in personality dynamics were found in Test 2 (pre-contest) and 3 (post-contest) as compared with Test 1 ("normal").

2. In T-1, the subjects evidenced a greater degree of hostility than is found in a "normal" population. However, their hostility was tightly controlled--which suggests the necessity of socially approved avenues of expression.

3. In T-2 (pre-contest) there was a general constriction of personality. Growing anxiety affected all areas of intelligence; the functioning level of I.G. suffered marked drop-off. There was increase in the rigidity of personality, overconcern for details in reality, and heightened body consciousness. Hostility was continually strengthened but was almost completely restrained and inwardly directed. There were concomitant feelings of inferiority.

4. After competition (T-3): (a) Hostility appeared almost completely dissipated; the little that remained was directionless. (b) Inferiority feelings gave place to superiority feelings, and there was manifest relaxing of the

subjects. Thus, it seems that the socially approved, overt aggression gave rise to some satisfaction whether or not the subjects won. (c) Functioning intelligence returned to or near its T-1 ("normal") level.

5. Three subjects of national champion calibre were very similar in personality dynamics (T-1). As compared with other subjects, they had greater awareness of anxiety and greater need to compensate--presumably with some form of marked achievement. They all utilized virtually full intelligence potentialities.

Limitations:

1. In common with all personality tests, the HTP test suffers from a lack of precision. This limitation is an inevitable result of the fact that the human personality is only partially understood, indeed, has never been adequately defined.
2. Only phase I--the non-verbal--part of the test was administered.
3. The number of subjects in the study was very small and it was impossible to test all of them in all conditions of the research.
4. The research reported is actually only a phase of a broader investigation in which a variety of athletes and sports spectators are being studied, and the HTP measures are being counter-checked against other projective personality tests.

THE EFFECT OF ENVIRONMENTAL TEMPERATURE ON HEART RATE, DEEP BODY TEMPERATURE, AND PERFORMANCE IN SWIMMING

Donald D. Adee
Fort Hayes Kansas State College

The Problem

The purpose of this study was to determine the optimum water temperature for maximum performance and minimum stress on the physiological factors influencing performance, heart rate and body temperature.

The object of the experiment was to test the hypothesis that there is no difference in the performance of, or in the physiological stress on swimmers, regardless of the water temperature in which they are tested.

Design of the Investigation

Each of seven subjects were tested four times at each of seven water temperatures during a fifty-six day testing period under controlled conditions. A seven by seven Latin Square arrangement was used for the four tests by superimposing the squares for the second, third, and fourth tests over the Latin Square for the first test. The completed Latin Square design determined the order of testing and order of temperature control. The environmental temperatures used were 64, 69, 74, 79, 84, 89, and 94^{O}F. The tests included the 50 yard dash, 1500 meter swim and a twenty minute swim at a constant rate.

The measurements made on each subject at each pool temperature were: 1. heart rate at rest, 2. body temperature at rest, 3. heart rate after the 50 yard dash, 4. body temperature after the 50 yard dash, 5. 50 yard dash performance time, 6. 1500 meter performance time, 7. heart rate after the endurance swim, 8. body temperature after the endurance swim.

Results and Conclusions

1. Water Temperature and Recovery Pulse Rate.

   a. There was no significant difference in recovery pulse rates after swimming the 50 yard dash in water temperatures ranging from 69 to 94^{O}F.

   b. The recovery pulse rate was significantly increased with increasing water temperature after both the 20 minute pace swim and the competitive 1500 meter swim.

2. Water Temperature and Rectal Temperature.

   a. The rectal temperature increased significantly with increasing water temperature in all tests.

   b. As would be expected, from the high specific heat of water, pool temperature is a more important determinant of rectal temperature and therefore of performance of man than are similar changes in atmospheric temperature.

c. Since it is generally recognized that rectal temperature is a determinate of pulse rate (in this case r= .90) it is believed that water temperature is an important controlling factor in determining cardiovascular performance during swimming.

3. Water Temperature and Performance.

a. The 50 yard dash was best performed in the warmer temperatures (84 to 94°F.).

b. Endurance was best in the intermediate water temperatures of 74 and 79°F.

c. In both the dash and endurance events the best performance occurred when the rectal temperature after exercise was approximately 101°F.

Reasons are presented for believing that stiffness associated with high muscle viscosity is a limiting factor when the men worked at lower rectal temperatures and that poor cardiovascular performance became a limiting factor in the endurance events when the men worked with higher rectal temperatures.

A TEST OF MOTOR ABILITY FOR COLLEGE MEN

Harold W. Barrow
Wake Forest College

Purpose

The purpose of this study was the attempt to develop an easily administered test of general motor ability for college men. For this purpose general motor ability was defined as the present acquired and innate ability to perform motor skills of a general or fundamental nature exclusive of highly specialized sports or gymnastic techniques.

Need

There is a need in physical education today for the evaluation of the college student's ability in motor learning and performance. In the area of general motor ability especially is there a need for a valid, objective, reliable, and usable test which is simple to administer and score. Such a test would be useful for purposes of classification, diagnosis, guidance, marking, and measuring achievement.

Selection of the Criterion

In the validation process it seemed logical to make use of the screening which had already been done in the area of motor ability. A total of 87 items were found in 17 selected tests of motor ability to be valid measures of 15 different factors of this quality. For a final criterion the investigator desired items which would have as broad a relationship with motor ability as possible. Keeping this purpose in mind and using the 87 screened items and 15 factors, he employed the jury technique to determine the following: (1) the factors which are most highly related to motor ability; (2) the primary relationship of items to factors; and (3) the secondary relationship of items to factors. From this survey the following factors were found to be the most highly related to general motor ability; agility, hand-eye-foot-eye-coordination, speed, power, arm and shoulder coordination, strength, balance, and flexibility. The criteria for final selection as a variable in the criterion battery were: (1) a high total rating by the jury in a primary factor, (2) a high total rating comprised of both primary and secondary factors, (3) items continuous in nature as distinguished from the pass or fail type, and (4) logical appraisal on the basis of certain evaluative criteria such as test economy, availability of facilities, and physical suitability. The following items were selected as the final criterion and are listed under the factors to which they were assigned by the jury. AGILITY--bar snap, zig zag run, bar vault, low hurdles, squat thrust, turn jump, criss cross, and the side step; HAND-EYE-FOOT-EYE-COORDINATION--ball toss, wall pass, baskets per minute, and football punt; SPEED--60 yard dash, shuttle run, and obstacle run; POWER--vertical jump, high jump, and standing broad jump; ARM AND SHOULDER COORDINATION--basketball throw and softball throw; STRENGTH --push ups, straddle chins, medicine ball put, and shot put; BALANCE--foot and toe balance, stork stand, and frog stand; FLEXIBILITY--trunk flexion and trunk extension. This criterion may logically be assumed to measure motor

ability since it is represented by a wide range of factors each measured by a fair sampling of items and both items and factors were selected by experts in the field of physical education.

Procedures

The tests were administered to 222 college man on a test re-test basis. These two administrations furnished data for item reliability. Two scorers were employed for the first administration which provided data for item objectivity. Raw scores were T-scored for each item and the T-scores for each subject were summed for a criterion score. Intercorrelations between items and correlation of items with the criterion were found. Multiple correlations and regression equations were computed for a number of combinations of items through use of the Doolittle technique. Regression equations for a number of combinations were presented in deviation, raw, and standard score forms.

Test Batteries

Two test batteries were devised and recommended for use. The first was a battery of six items. The factor to which each item was assigned by the jury, and respective item objectivity, reliability, and item correlation with the criterion are shown below:

		Objectivity	Reliability	Correlation with the Crit.
Standing broad jump	Power	.996	.895	.759
Softball throw	Arm & Shoulder Coord.	.997	.928	.761
Zig Zag run	Agility	.996	.795	.735
Wall pass	Hand-eye-coordination	.950	.791	.761
Medicine ball put	Strength	.997	.893	.736
60 yard dash	Speed	.997	.828	.723

This battery had a multiple R of .950 with a standard error of estimate of 3.16 and can predict general motor ability for college men as measured by the 29 item criterion with approximately 70 per cent improvement over a best guess. The battery is justifiable on the bases of its high validity, the high objectivity and reliability of its individual items, its contribution to test administrative economy, its inherent interest to the student, and its safety and physical suitability. This test is useful for both classification and diagnosis.

An indoor test of three items was recommended for use when a quick method of classification is desired or during inclement weather. Something is lost in predictive power, but at a great gain in test administrative economy. The three items are included in the six item test and are: standing broad jump, medicine ball put (six pound), and zig zag run. This battery is useful chiefly for classification.

Scoring Tables and Norms

Scoring tables are provided with the raw scores, T-scores, and weighted standard scores for each item. From the regression equation in standard score form the following weights were obtained for the six item battery: 2.2 (standing broad jump) + 1.6 (softball throw) + 1.6 (Zig Zag run) + 1.3 (wall

pass) / 1.2 (medicine ball put) / (60 yard dash). The three item battery was weighted equally for the three items. Norms were presented for both batteries for the following three groups:

(1) for college men on an unclassified basis.
(2) for college men bases on McCloy's Classification Index II.
(3) for physical education major students.

A test manual has been prepared with all the pertinent information concerning these two test batteries. The manual has information concerning the purposes of the tests; description of the items; validity; reliability; objectivity; directions for administering, recording, and scoring data; and directions for using the scoring tables, norms, and profile.

PART II

REPORTS OF SUB-COMMITTEE ON PROBLEMS OF COLLEGE PHYSICAL EDUCATION

Measurement and Evaluation

H. Harrison Clarke
University of Oregon

More Information about Old Tests

As has been true each year, published research reports continue to add to our knowledge and understanding of physical education tests previously constructed. The first part of this summary will deal with such developments.

1. Leg Lift Technique with Dynamometer. Hubbard and Mathews (7) studied the possible spurious (non-lifting) force acting through a leverage, which magnified its effect on leg lift strength, as measured with a dynamometer. A rotated group experiment was conducted to compare leg lift measurements under the following conditions: with the belt, without the belt, with a lunge backward, and without a lunge backward. Results demonstrated that leg lifts with the belt eliminated the effect of ability to hold the handle fixed as a limiting factor in the measured lift, but enhanced the measured effect to develop and use a spurious force, exerted by lunging backward. The authors recommended administering the leg lift by forcing the subject to slide his buttocks up a smooth wall as he lifted in order to eliminate any possibility of applying spuriousness in the lift.

2. Cable-Tension Strength Tests. Inasmuch as reports on the development of cable-tension strength tests with the tensiometer have appeared in the literature over a period of five years, complete information on testing procedures was scattered in a number of publications. As a consequence, an illustrated manual has now been prepared by Clarke (4), which contains the following information: testing equipment, including instructions for constructing pulling assemblies; techniques for administering 38 strength tests; and factors to be considered when applying the tests to patients with orthopedic disabilities.

3. Somatotyping: Sills and Everett (11) reported a study to clarify further the relationship of somatotype to performance of motor skills and tests of strength. Subjects were selected to represent extreme somatotypes in each of the catagories (a rating of 5 to 7 for one component and below 3 for the other two components). Among their results were the following: mesomorphs were superior to both endomorphs and ectomorphs in strength, agility, speed, and endurance; endomorphs had greater gross strength than ectomorphs; and ectomorphs exceeded the performance of endomorphs in speed, agility, and endurance. The authors concluded that excess weight is a

handicap to endomorphs and insufficient strength is a handicap to ectomorphs in the performance of physical tests.

4. Anthropometry and Photography. Gavan, Washburn, and Lewis (5) have demonstrated that anthropometric measurements can be made effectively from photographs. Paper shrinkage, inadequate lighting, and distortion can be controlled with appropriate procedures. The report contains instructions for the entire photographic process as applied to anthropometry.

5. Basketball. Little consistency was found by Belichick (1) between scores made by varsity players on the Knox Basketball Ability Test and their performance of skills under game conditions during an entire 19-game season.

6. Cozens Classification Index. Utilizing data collected during the war years from 1,559 University of Michigan men, Miller (10) related their performance to the nine divisions of the Cozens Classification Index. The test items studied were: Pull-ups, push-ups, right grip, vertical jump, quarter-mile run, 60-yard dash, and standing broad jump. The results indicated that the Cozens classifer has limited value in predicting all-round performance as reflected by the inclusive items. The grip strength test resulted in the greatest variations for the various classifications.

7. Ergographic Fatigue Test. Objectivity coefficients between .75 and .85 were obtained by Clarke (3) in single-bout elbow flexion and shoulder flexion ergography under conditions of exhaustion testing (subsequently increased to .85 and above for the elbow flexion test). The essential feature in achieving precision in this form of testing was found to be in determining the proper load to place on the ergograph carriage. Under the conditions of this study, these loads were three-eights of each subject's elbow flexion strength for elbow flexion ergography; and five-eights of shoulder flexion strength for shoulder flexion ergography.

New Tests

New tests of interest to the men's physical education field are reported below.

1. Workbooks. A laboratory manual for major courses in physical education measurement has been written by Hunsicker and Montoye (8). The manual is designed for use with the various texts in this field. Materials for twenty-five laboratory sessions are included. Although not yet published, a workbook for an introductory college laboratory course in measurement and evaluation in health, physical education, and recreation, has also been prepared by Gehr (6) as a doctoral dissertation at New York University.

2. Motor Ability Test. A motor ability test for college men has been constructed by Barrow (2). Validation was accomplished by selecting tests through multiple correlation with a 29-item composite as criterion. The selected test elements thus selected are: standing broad jump, softball throw, zig-zag run, wall pass, medicine ball put, and 60-yard dash.

3. Volleyball Knowledge Test. Dewey Langston (9) constructed a volley-

ball knowledge in fulfillment of the dissertation requirement at Indiana University. Copies of the test may be secured from the author (Dewey Langston, Eastern New Mexico University, Portales, New Mexico). This study has also been published on microcards.

References

1. Belichick, Steve, "Varsity Play and Test Results in Basketball," Athletic Journal 33:50-51 (november, 1952).
2. Barrow, Harold N., "A Test of Motor Ability for College Men," Doctor of Physical Education dissertation, Indiana University, 1953.
3. Clarke, H. Harrison, "Single Bout Elbow Flexion and Shoulder Flexion Ergography under Conditions of Exhaustion Testing," Archives of physical Medicine and Rehabilitation, 34:240-246 (April, 1953).
4. Clarke, H. Harrison, Cable-Tension Strength Tests, Chicopee, Mass.: Brown-Murphy Co., 1953. 31 pp.
5. Gavan, J.A., S. L. Washburn, and P. H. Lewis, "Photography: an Anthropometric Tool," American Journal of Physical Anthropology, 10:351-3 (September, 1952).
6. Gehr, J. Louis, "A Workbook of Measurement and Evaluation in Physical Education, Health, Education, and Recreation," Doctor of Education dissertation, New York University, 1953.
7. Hubbard, Alfred W., and Donald K. Mathews, "Leg Lift Strength: A Comparison of Measurement Methods," Research Quarterly, 24:33-43
8. Hunsicker, Paul, and Henry Montoye, Applied Tests and Measurements in Physical Education. New York: Prentice-Hall, Inc., 1953.
9. Langston, Dewey F., "Standardization of a Volleyball Knowledge Test for College Men Majoring in Physical Education," Doctor of Physical Education dissertation, Indiana University, 1952.
10. Miller, Kenneth D., "A Critique on the Use of Height-Weight Factors in the Performance Classification of College Men," Research Quarterly, 23:402-16 (Dec., 1952).
11. Sills, Frank D., and Peter W. Everett, "The Relationship of Extreme Somatotypes to Performance in Motor and Strength Tests," Research Quarterly, 24:223-9 (May, 1953).

Doctoral Dissertations

The following doctoral dissertations and masters' theses in the field of measurement related to men's physical education in colleges have been completed during the period of this report:

Barrow, Harold M., A TEST OF MOTOR ABILITY FOR COLLEGE MEN, 1953. Doctor of Physical Education dissertation, Indiana University.

Beck, Marjory C., AN HISTORICAL TREATISE ON THE GROWTH OF CARDIOVASCULAR TESTING AND ITS RELATIONSHIP TO PHYSICAL FITNESS AND EFFICIENCY IN ENGLAND AND THE UNITED STATES SINCE 1900, 1952. MA thesis, Russell Sage College.

Bishop, Harold Arthur, A SCALE OF FREE EXERCISES DESIGNED TO MEASURE SELECTED ASPECTS OF MOTOR EDUCABILITY, 1950. D.Ed. dissertation, University of Oregon.

Cumbee, Frances Z., A FACTORIAL ANALYSIS OF MOTOR CO-ORDINATION, 1952. Doctor's dissertation, University of Wisconsin.

Goldberg, Isidor H., DEVELOPMENT OF STANDARDS IN KNOWLEDGE OF PHYSICAL EDUCATION ACTIVITIES, 1953. Ph.D. dissertation, New York University.

Hartman, James W. D., THE EFFECT OF RAPPORT ON TEST PERFORMANCE, 1952. Doctor's dissertation, Washington University (St. Louis).

Laughran, Thomas F., AN EVALUATION OF THE BISHOP MOTOR EDUCABILITY SCALE, 1952. MS thesis, University of Oregon.

Loveland, Edward H., MEASUREMENT OF FACTORS AFFECTING TEST-RETEST RELIABILITY, 1952. Doctor's dissertation, University of Tennessee.

Montgomery, Jack E., THE INTERPRETATION AND APPLICATION OF SELECTED TESTS AND OTHER EVALUATIVE MEASURES FOR THE SELECTIVE GUIDANCE AND COUNSELING OF MEN MAJORING IN PHYSICAL EDUCATION, 1951. Doctor's dissertation, U. C. L. A.

Reeves, Warren E., A METHOD FOR EVALUATING A UNIVERSITY PHYSICAL EDUCATION PROGRAM, 1951. Doctoral dissertation, University of Southern California.

Rhoda, William P., THE CONSTRUCTION AND STANDARDIZATION OF A TEST OF TECHNICAL VOCABULARY IN SELECTED AREAS OF PHYSICAL EDUCATION FOR SENIOR AND GRADUATE LEVELS, 1951. D.Ed. dissertation, University of Oregon.

Vossen, Earle, AN ATTEMPT TO VALIDATE THE LEIGHTON WORK-METER AS A MEASURING DEVICE FOR DETERMINING THE PHYSICAL FITNESS OF HIGH SCHOOL BOYS, 1952. MS thesis, University of Oregon.

PROGRAM: PHYSICAL EDUCATION AND HYGIENE

Thos. E. McDonough
Emory University

The program of physical education and hygiene in colleges and universities is a fertile field for research. This has been evidenced during the past year by the great variety, range and scope of subjects studied. Specific activities peculiar to our required programs, the curriculum, principles, organization, interest and needs, facilities, growth and development, cultural aspects, grading, examinations, evaluation, and a myriad of other subjects were ably treated.

There still persists a void in that studies pertaining to the sociological aspects such as possibilities for counseling and the utilization of activities in adult life (carry over) are lacking. Subjects dealing with surveys and evaluations were not as much in evidence this year as in the past.

Some better method of isolating materials relating to the required program, so that they may be made available and be better utilized in improving such programs is necessary. The required instructional program in colleges and universities is the core of the total program. Whatever dignity our areas are to achieve will be accomplished through the upgrading of our required programs.

1. Bartholomew, Warren, "An Investigation of the Relationship Between Range and Intensity of Interest in Recreational Activities and Certain Environmental, Educational and Personality Adjustment Factors of College Freshman Men," 1953 Ed.D. (Pennsylvania State College).

2. Buikema, Kent Alden, "An Analytical Survey of a Selected Community Recreation Program which is supervised and conducted by a Physical Educator" M.S. in Physical Education, July 1953, p. 114. (University of Illinois).

3. Campney, Harry Ketchum, Jr., "The Effects of a Combined Program of Physical Activity on the Physical Fitness of an Adult Male" M.S. in Physical Education, June 1953. p. 151 (University of Illinois).

4. Cowan, Cyntha Ann., "A Survey of Canoeing Taught in Colleges and Universities of the United States. M.S. in P.E. (Seattle) 1952.

5. Crogen, Corrine A., "Teh Reported Preferences and Practices of Teachers of Golf for Women at the College Level", 1953 Doctor of Education dissertation, Univ. of Michigan. 251 pp.

6. Feathers, Joseph John, "A Study of the Physical Education Participation Record and Grades in Physical Education Activity Courses of Superior Male Students in the Sophomore Class in the University of Washington for Spring Quarter of 1949. (Seattle) 1950 M.S.

7. Flower, Margaret Lorraine, "The Sociological Value of Instructor Emphasis on Acquaintance in badminton, folk dance, and swimming. (Seattle) 1952 M.S. in P.E.

8. Garrison, Leven Elnora, "An Experiment in Improving Balance Ability Through Teaching Selected Exercises," 1953. Master's thesis, State University of Iowa.

9. Goldgerg, Isidor H., "Development of Standards in Knowledge of Physical Education Activities," 1953. Doctor of Philosophy dissertation, New York Univ.

10. Graebner, Phyllis Ruth, "A Study of the Effectiveness of a General Basic Curriculum with a Low Motor Ability Group. (Seattle) 1950 M.S. in P.E.

11. Haverland, Lillian E. H., "The Effects of Relaxation on Certain Aspects of Motor Skill," 1953. Doctor of Philosophy dissertation, Univ. of Illinois. 100 pp.

12. Hicks, Dora, "Evaluation of An Inservice Program for Improvement of School Health Education," 1953. Doctoral dissertation, University of Texas. 710 pp.

13. Hieber, Patricia Ann, "Comparison of Growth Records of a Group of Women at the University of Washington who Rank High and Rank Low in Motor Ability. (Seattle) 1951 M.S. in P.E.

14. Holland, Dolly A. J., "The Physical education interest and needs of University of Washington Women Students Enrolled in Women's Service Classes and the Current Physical Education Facilities in Relation to These Interests. (Seattle) 1953. M.S. in P.E.

15. Karsner, Milo Gist, "An Evaluation of Motion-Picture Loops in Group Instruction in Badminton," 1953. Doctoral dissertation, State University of Iowa.

16. Kirchner, George F., "An Evaluation of the Physical Education Service Programs for Men in the Senior Colleges and Universities of North Carolina with Respect to Specific Elements" Unpublished dissertation, Doctor of Physical Education, July 1953. (Indiana University).

17. Lounsberry, James Rodney, "A Study of the Relationship Between Stature and Improvement as a Basis for Evaluation of Performance in Physical Skills. (Seattle) 1950. M.S. in P.E.

18. Mansfield, Portia, "The Conchero Dancers of Mexico," Unpublished dissertation Ed.D., December 1952 (New York University).

19. McBride, Matt L., "The derivation and Application of the Principles of the World War II Physical Reconditioning Program to the University Program" Unpublished dissertation, Ed.D., August 1952 (New York University)

20. Neely, Janice Jena, "The Construction and Evaluation of a Knowledge Examination for Women's Basketball Classes at the University of Washington. (Seattle) 1952. M.S. in P.E.

21. Phillips, Byron M., "An Evaluation of the Physical Education Service Programs in the Liberal Arts and Teachers Colleges of New York State," 1953. Doctor of Philosophy dissertation, New York University.

22. Pierson, William Russell, "A Comparison of Fencers and Non-Fencers by Certain Psychomotor, Space Perception, and Anthropometric Measures," 1953. M.A. thesis, Michigan State College.

23. Shoman, Alice Mae, "The Status of College and University Swimming Requirements," 1953 M.S. thesis, University of Utah. 76 pp.

24. Smith, Willis Edward, "Organizational Approaches for the Development of a Service Program of Physical Education in a College Program of General Education", 1953. Doctor of Education dissertation, University of Florida. 149 and v pages.

25. Swearingen, Marilyn K., "A Study of the Attitudes Towards Modern Dance of College Women at the Ohio State University," 1953. Master's thesis, Ohio State University.

26. Swisher, Ivan Wesley, "A Survey of the Recreational Activities of the University of Washington Male Alumni of 1930 and 1940." (Seattle) 1950. M.S.

27. Thompson, Betty A., "Implications of Reflective thinking to Physical Education: An Interpretation of Dewey and Pragmatism to the Field" 1953. Master's thesis, Ohio State University.

28. Trekell, Marianna, "The Effect of Cultural Change on the Sports Activities of American Women, 1860-1953", 1953. Master's thesis, Ohio State University.

SUB-COMMITTEE ON PROGRAM (ATHLETICS)

L. F. Keller
University of Minnesota

There is a considerable increase in the number of studies in this area with a strong indication that interest in the problems of college athletics is rapidly developing. The studies are listed in two sections. Section I treats in some detail studies which came to the attention of the chairman early and abstracts of which could be procured. Section II lists studies by title only.

SECTION I

1. Balch, William Emmett Jr. "A Comparative Study of Personality and Temperament Traits of Champion Athletes and Normal College Men." M.S., University of Illinois, August 1953. p. 39.

The purpose of the study was to determine whether or not there was any relationship between traits of temperament and certain somatotypes based upon scales established by Sheldon. A group of champion athletes were compared with 200 college men. Balch found that athletes who were dominantly mesomorphs did not respond significantly different from other types. Neither was there significant differences between the mean responses of the athletes and the group of college men although there were some differences on individual items.

2. Fehring, William Paul. "Intercollegiate Football Scouting Procedures and Reports." Doctoral Dissertation, School of Education, Stanford University, July 1952. 219 pp.

A study of the procedures, rules, techniques, purposes, reports, and other pertinent material dealing with intercollegiate football scouting in sixty intercollegiate conferences, fifty-six conference champions, and twenty-eight schools listed among the top ten teams by A.P. polls during the seasons of 1946-50. There were also conferences with many scouts.

The purpose of the study was to determine current practices and procedures and to develop an organized comprehensive post-game report form.

Pertinent and interesting material is given in the statement of conclusions and recommendations.

3. Knuttgen, Howard G. "The Evaluation of Potential Athletes by Coaches of Intercollegiate Soccer, Basketball and Lacrosse." M.S., The Pennsylvania State College, June 1953.

The purposes of the study were to determine (1) the factors involved in the evaluation of potential athletes, (2) the amount of consideration given these factors by coaches, and (3) the variation of such consideration among the three sports.

The author makes a considerable number of interesting conclusions. Coaches of all three studies sports placed emphasis on such factors as hustle, team spirit, attitude, willingness to learn, raection time, etc. However,

many other factors are also considered. A general analysis indicates that the attitude of the potential athlete was given top ranking consideration.

More details of the study may be obtained from the author at Shady Side Academy, Pittsburgh, Pennsylvania.

4. Kroll, Walter Paul. "An Anthropometrical Study of Some Big Ten Varsity Wrestlers." M.S., University of Illinois, August 1953. p. 109.

A study of 35 wrestlers in "Big Ten" schools with regard to somatotype and a comparison of them with normal young men. It was found that the wrestlers in this group were not the same type that is usually classified as weight lifters. The hips are smaller than average with a low amount of fat. They are not huge chested individuals as is often assumed. They are good in agility. They compared favorably with a group of track and field athletes. They have shorter than average trunks and longer than average legs. They are in general much the same as the ecto-mesomorphic class in which falls the decathlon athletes.

5. Montebello, Robert Albert. "The Role of Stereoscopic Vision in Some Aspects of Baseball Playing Ability." The Ohio State University, 1952.

A Study of the importance of sterescopic vision in successful performance in baseball and a comparison of varsity baseball players with non-athletes in this regard.

It was found that (1) stereoscopic vision is essential to successful performance (2) varsity baseball players have better sterescopic vision than non-athletes, (3) it is difficult to recognize changes of speed of pitches when stereoscopic vision is lacking, (4) there is no correlation between batting average and stereoscopic vision, (5) persons with only one eye cannot play baseball well, and (6) stereoscopic sensitivity can be improved.

6. Mott, Robert Arthur. "Athletic Control in Member Institutions of the Pacific Coast Intercollegiate Athletic Conference." Ed.D., Stanford University, 1953.

This study was an attempt to ascertain the location of authority and responsibility to determine the policy and to administer the intercollegiate athletic program in the stated conference.

The following points were considered: institutional control, student participation in control, financial practices, staff personnel, faculty representative, athletic director, alumni participation, boards of control, fiscal policies, budget preparation, major and minor sports, admission standards, and athletic scholarships.

A high degree of uniformity was found with regard to desirable principles of control of intercollegiate athletics. Several recommendations are listed.

7. Olsen, Einar A. "The Relationship Between Certain Psychological Capacities and Success in College Athletics." Doctoral Dissertation, Boston University, 1952.

A study of the relationship between success in college athletics and (1) simple reaction time, (2) choice reaction time, (3) discriminatory reaction time, (4) depth perception and (5) span of apprehension. The study included 300 Boston Students.

Criteria were set up for determining athletic success. The subjects were divided into three groups (1) letter winners, (2) intermediate group (intramural and non-letter winning athletes), and (3) non-athletes.

A superiority of the athletes over the non-athletes was found in all five psychological capacity tests. The intermediate group fell between the other two groups in every test.

8. Patty, Elbert K. "The Relationship of Selected Measurable Traits to Success in Basketball." Doctoral Dissertation, University of Indiana.

Thirty-five test items were administered to 271 students at Indiana University. These men were divided into two groups, successful and unsuccessful players. The successful group was further divided into four groups for comparison.

Twenty-three traits were found to be significant at the 5 percent level. They were structual items, strength items, vertical jump, speed, endurance, agility, finger dexterity, reaction time, balance, kinesthetic sense and spatial intelligence.

9. Ridenour, Charles H. "A Descriptive Analysis of Physical Principles of Wrestling." Pennsylvania State College.

A study to try to explain the various sub-divisions of wrestling positions and maneuvers in terms of physical principles underlying them.

His conclusions are: (1) a wrestler can conserve energy by utilizing the principles of physics, (2) the principles that govern other structures also apply to the adjustment of the wrestler's body mechanics, and (3) a better understanding can be gained by studying the problems of mechanics, (4) the fundamentals of physics are equally valid in the case of the bridge, the skyscraper and the wrestler.

10. Simone, Anthony. "The Socio-Economic Status of Intercollegiate Athletes." Ph.D. Dissertation, University of Utah, August 1953.

The purpose of the study was to: (1) discover the present social, economic and professional status of intercollegiate athletes who graduated from the University of Utah, and (2) to compare their status with male college graduates in general.

The conclusions are: (1) the athletes tend to adjust favorably to socio-economic forces of society, (2) intercollegiate athletics tend to contribute psychological physiological and sociological development, (3) in general the status of athletes by periods of graduation was quite similar, (4) significant differences at the one percent level between the athletes of this study and the group of male college graduates of the time survey, and (5) the group tended in general to reflect the provincial mores of Utah inhabitants.

11. Swegan, Donald Bruce. "A Study of Predicted and Actual Scholastic Achievement of Athletes as Compared to Other Students at Muskingum College During the Period 1947-1952." The Ohio State University.

Three groups were studied - (1) those who participated in other time consuming, extra-curricular activities exclusive of athletics, and (2) those who participated in no extra-curricular activities, (3) those who participated in athletics.

Conclusions: (1) those men who participate in college activities make

better grades than those who are not active, (2) athletes do better in achieving predicted grade-point ratios than non-athletes, (3) activities athletes compare favorably with non-athletic activities men, (4) participation in athletics does not appreciably lower scholastic achievement.

SECTION II

Studies for which abstracts were not obtained

1. Billingsley, Hobert Sherwood. "A Survey of the Regulations Governing the Selection of Dives for College Competition in Dual and Championship Meets from 1924 through 1953 and the Opinions of Selected Experts Concerning These Regulations." M.S., University of Washington, 1953.

2. Coryell, Donald David. "A Survey of Football Scouting Techniques and Applications of Scouting Information by Coaches of Colleges and Universities in Seven Selected Conferences." 1952, M.S., University of Washington.

3. Dickson, Joseph Fletcher. "The Relatoinship of Depth Perception to Goal Shooting in Basketball." 1953. Doctoral Dissertation, State University of Iowa.

4. McConnell, John James. "A Chronology of Changes in Basketball Rules: 1915-16 to 1952-53." 1953. Doctoral Dissertation, State University of Iowa.

5. Ondrus, Joseph. "Sociometric Analysis of Group Structure and the Effect of Football Activities Upon Inter-personal Relationships." 1953. Doctoral Dissertation, New York University.

6. Richey, F. B. "Football Coaching Through Motion Picture Analysis." 1953. M.S., University of Wisconsin.

7. Smith, Paul. An Analysis of Possible Factors Underlying Intramural Sports Participation Among Male Students at the University of Washington." 1951. University of Washington.

8. Stroede, D. J. "The History and Development of Basketball Rule Changes from 1891 to 1953." M.S., University of Wisconsin.

9. Swan, Alexander Grant. "A Survey of Shotput Coaching Techniques Used by Leading Track and Field Coaches in Colleges and Universities of the United States." 1951. M.S., University of Washington.

10. Van Why, John B. "An Experimental Study to Determine the Effect of Warming-Up on Golf Performance." 1953. Doctoral Dissertation, University of Michigan.

11. Vokes, Lee Sam. "The Relative Merits of Spring Football Practice in Selected Western Colleges and Universities." 1951. M.S., University of Washington.

ADMINISTRATION: MANAGEMENT AND SUPERVISION

C. V. Langton
Oregon State College

A STUDY OF COLLEGE FRESHMEN POSSESSING A LOW LEVEL OF MOTOR FITNESS (1)

One of the physical fitness tests that were used extensively as a measure of physical condition during World War II was the Army Specialized Training Program's (ASTP) test battery. This test battery of seven items served as a satisfactory measure of physical condition of the army students. The objective of the physical training program for the ASTP was to "give the trainees in the shortest particular time an intensive, all-round training which will develop in them qualities, capabilities, and reflexes associated with first-class physical condition and in particular to prepare them for arduous military duties which await their return to troops." (2) The test items that would serve the objective of the army program were selected by a group of experts in physical education measurement. The battery proved its value as a measure of first-class physical condition through its extensive use by the army program.

The Oregon State College Department of Physical Education continued the use of the seven-item ASTP test battery during the post war years. The purpose of the testing program was to measure the fitness level of the freshmen students. The students who fail to pass the test battery are placed in a special class where the emphasis is placed upon having the individual student develop a passable fitness level.

The author was interested in discovering if it were possible when dealing with a low fitness group to eliminate any of the seven subtests of the ASTP test battery and yet obtain approximately the same results with the shortened battery. A low fitness group comprised of eighty-two freshmen students of the Oregon State College physical education program provided the source of data used in the analysis of the problem. The low fitness group were given two tests. The tests were the seven-item ASTP test battery and the fourteen-item Illinois Motor Fitness Screen Test. (3) The Illinois Motor Fitness Test was used as a criterion. The Illinois test has a validity coefficient of .87 as a measure of motor fitness and a coefficient of reliability of .91.

The data were analyzed by using the Wherry-Doolittle test selection method (4) and by making a study of the students who failed to pass shortened test batteries. By the use of this test selection method, the author was able to select five of the seven test items which yielded a maximum multiple correlation cofficient ($\bar{R}$) with the criterion and discarded the remaining two items. Using this method of multiple correlation, it is also possible to calculate the multiple $\bar{R}$ after the addition of each subtest, stopping the process when the multiple $\bar{R}$ no longer increases. The following table illustrates the results of the Wherry-Doolittle test selection method. The table also indicates the percentages of the criterion group who failed to pass the shortened test batteries.

THE RESULTS OF THE WHERRY-DOOLITTLE TEST SELECTION METHOD AND THE PRECENTAGE OF THE LOW FITNESS GROUP FAILING THE SHORTENED BATTERIES

	Subtest(s) Selected	$\bar{R}$ after the addition of each subtest	% Failures
Step 1.	Push-ups	.42	87
Step 2.	Push-ups, 300-yard run	.55	87
Step 3.	Push-ups, 300-yard run, pull-ups	.61	93
Step 4.	Push-ups, 300-yard run, pull-ups, burpee	.65	93
Step 5.	Push-ups, 300-yard run, pull-ups, burpee, sit-ups.	.67	98
Step 6.	Push-ups, 300-yard run, pull-ups, burpee, sit-ups, squat-jumps	.66	

From this table, it can be seen that the subtests which yield the maximum $\bar{R}$ with the criterion are push-ups, 300-yard run, pull-ups, burpee, and sit-ups. As these five subtests were added, the multiple $\bar{R}$ increased. Upon the addition of the sixth subtest (squat-jump), the multiple correlation coefficient became smaller than the preceding multiple $\bar{R}$. (step 6) There was no need to go further in the calculations, because the point of diminishing returns had been reached, and the addition of the seventh test (100-yard pick-a-back) would not increase the multiple $\bar{R}$. The five subtests constitute a battery which as the highest validity with the criterion ($\bar{R}$ = .67) of any combination of tests which could be chosen from the original list of seven subtests. The table also indicates that 98 per cent of the criterion group who had originally failed to pass the seven-item test battery also failed to pass the five-item battery. (step 5)

The table reveals that the battery can be reduced to three items (push-ups, 300-yard run, and pull-ups) (step 3) and only 7 per cent of the students of the criterion group are able to pass the test. The $\bar{R}$ for this shortened battery drops to .61. This shortened battery could be used as a measure of motor fitness in the low fitness group if economy of time is essential in the administration of the test battery.

In conclusion, if the prime objective of the testing of physical condition in the college service program is to screen out the students possessing low levels of fitness, it would be possible to reduce the number of subtest of the ASTP test battery from seven to five items and still obtain approximately the same results.

(1) Koski, W. A., An Analysis of the Army Specialized Training Program's Physical Fitness Test. Ed.D. diss. Corvallis, Oregon State College, 1954. pp. 31-41.

(2) Douglas, Lowell N. Some results of an AST Program in Physical Education. Journal of Health and Physical Education 15:254. 1944.

(3) Cureton, Thomas K., Physical Fitness Workbook, 2d ed. St. Louis, Mosby, 1947. 180 p.

(4) Garrett, Henry E., Statistics in Psychology and Education, 3d ed. N. Y., Longmans, 1947. Chapter XIV.

OREGON TEACHER EDUCATION STANDARDS IN HEALTH EDUCATION*

C. V. Langton
Oregon State College

Oregon's basic school law provides for specific health services and health instruction in all elementary schools, and in the high school, in addition to providing for health services, also requires that all graduates have one complete year's credit in Hygiene. These statutory provisions give Oregon the foundation for one of the most effective school health programs in the nation. However, the Oregon State Department of Education reported at the convention of the Oregon Association for Health, Physical Education and Recreation, that the weakest link in the state's school health program was the limitation imposed by teachers inadequately trained in health. The Association accepted the report as a professional challenge and in April, 1952, initiated a program to raise Teacher Education Standards in Health Education.

To obtain a composite, statewide expression of what teacher preparation for health in Oregon should be, the Association addressed letters to organizations in the state interested in and having a background in health promotion. In response to this invitation to participate in the project, a Policy Committee of 17 members was formed with representatives from the State Medical Society, State Board of Health, State Department of Education, State Medical School Faculty, State University, State College, Teachers College, Private Colleges and Universities, Tuberculosis Association, Cancer Society, and Mental Health Association.

The Policy Committee had two tasks: (1) define the functions of health educators in the areas of health services, health education, and healthful school living; (2) detail the competencies and learning experiences health educators should have to perform their functions properly. In a series of meetings the Policy Committee developed a concise nine page report of functions and competencies to serve as the basis for curricula construction.

A second group, a Central Committee, was selected by the Association to develop curricula for training secondary and elementary school teachers in the health. This committee of 17 members included school superintendents, high school principals, elementary school principals, secondary school health instructors, elementary school classroom teachers, state health education supervisor, State Education Association representative, and health education professors from private and state colleges and universities. This committee submitted four curricula to the Policy Committee which, after some amendments, approved these curricula as follows:

---

* Abstract of complete report.

Secondary School

Major Curriculum	Term hours	
I. Physical Science		
A. Physical Science Survey	9	
or		
1. Chemistry and Physics (total 9 hours)		
II. Biological Science		
A. Human Biology	9	
or		
1. Biological Science Survey (9 Hours)		
B. Anatomy	6	
C. Physiology	6	
D. Bacteriology	3	
III. Social Science		
A. General Sociology	6	36
IV. Professional Courses		
A. Safety and First Aid	3	
B. Personal Health	3	
C. Community Health Problems	3	
D. Public Health Agencies and Methods	3	
E. Nutrition (or Dietetics)	2	
F. Family Life Education (or Social Hygiene)	3	
G. School Health Services (including guidance and counselling)	3	
H. School Health Education (or Instruction) (including introduction, methods, materials, unit construction, audio-visual aids, evaluation, school living)	6	
I. Child Health, Growth and Development	3	
J. Mental Health	3	32
Total requirements		68

Minor Curriculum			
I. Biological Science			
A. Human Biology	9		
or			
1. Biological Science Survey (9 hours)		-	9
II. Professional Courses			
A. Safety and First Aid		3	
B. Personal Health		3	
C. Community Health Problems		3	
D. Nutrition (or Dietetics)		2	

E. School Health Services (including introduction, methods, materials, introduction, methods, methods, materials, unit construction, audio-visual aids, evaluation, school living)	3 - 20	
Total requirements		29

A health education workshop (June 15-26, 1953) at Oregon State College with 56 participants developed the detailed content of the courses in the four curricula as submitted by the Policy and Central Committees. The workshop report was first reviewed by the Central Committee followed by a final study by the Policy Committee before the complete report in its final form was submitted to the Association. Copies of the report were made available to all concerned.

At its annual convention in November, 1953, the Oregon Association for Health, Physical Education and Recreation adopted the complete report and recommended to the State Department of Education that these curricula be recognized as the minimum certification standards for the health preparation of elementary school classroom teachers and the secondary school teachers responsible for health instruction.

At no time did the Oregon Association for Health, Physical Education and Recreation dominate the deliberations of the more than fourscore people who participated in the development of the standards. Rather, the role of the Association was that of providing the professional stimulation and leadership essential to the democratic process in improving teacher education standards through the medium of the profession rather than through authoritative edict. The children of Oregon and the health of the citizens of the state will receive the benefits of the improved quality of Oregon Teacher Education Standards in Health Education.

ADMINISTRATION: FACILITIES, EQUIPMENT, AND SUPPLIES

Charles A. Bucher
New York University

The following report on Facilities, Equipment, and Supplies has been prepared after correspondence and/or consultation with selected colleges and universities, United States Office of Education, National Office of American Association for Health, Physical Education, and Recreation, National Recreation Association, and the Research Quarterly of the AAHPER. The following studies are significant in the area under consideration:

I. IMPORTANT STUDIES IN PROCESS AT PRESENT TIME

A. U. S. Office of Education Inventory of College and University Facilities

The U. S. Office of Education is undertaking an Inventory of College and University Facilities. It began in January 1951. The original data are being supplemented from time to time through a continuing procedure. At the present time there are on hand in the Office of Education quantitative information regarding facilities of 1,200 institutions of higher education. Included in the items tabulated are facilities for the following: football, outdoor and indoor track, outdoor and indoor tennis, and outdoor and indoor swimming pools.

The Office of Education has IBM cards on information tabulated up through July 1, 1952. Additional tabulations are being prepared.

According to Simon McNeeley, information on college facilities could be made available from the data on hand to groups, such as the College Physical Education Association. It would be necessary for the organization, however, to provide its own clerical service in obtaining the data desired.

B. National Survey of Health and Physical Education in the Public Schools

On June 1, 1954 the National Survey of Health and Physical Education in the Public Schools will be brought to a close, with the publication of the report following a few months later, according to Dr. Karl Bookwalter, Coordinator of the Study. In this study the LaPorte Score Card No. II is being applied in person by some thrifty research workers in seven or more schools or state departments, to some one hundred randomly selected schools in about twenty states. To date, about seventeen states have been surveyed and six reports have been completed.

This national survey is pertinent to this report on facilities, since approximately 50% of the score card is concerned with outdoor and indoor facilities in general, and includes lockers and showers, swimming pool and supplies.

This study has great value for schools and administrators throughout the country as a means of appraising their facilities, equipment, and supplies in light of the norms from the 2,000 schools selected at random.

C. Swimming Pool Study Committee

Under the chairmanship of Dr. George D. Butler of the National Recreation Association, the Conference for National Cooperation in Aquatics is making a study of principles in the planning of outdoor swimming pools.

Outdoor pools vary widely in size, shape, depth, and other respects. They include various types and sizes of rectangular pools, T-shape, L-shape, fan shape, oval and ovid pools, and the multiple-unit pool, with separate units for diving, general swimming, and sometimes a third unit for beginners. Every community or agency considering the construction of a pool must decide the location, size, shape, and depth of pool that will best meet its needs. However, little information is now available to help in reaching such a decision.

The above-named committee is, therefore, attempting to get such information by sending out a questionnaire to various organizations that have outdoor swimming pools. This questionnaire will yield such essential information as the following in regard to an outdoor swimming pool: (1) its location, design, and construction, (2) the degree to which it is satisfactory for various types of activity, and (3) changes which would make its various features more effective.

As a result of this study, informatoin will be available for determining desirable specifications for construction of pools and successful practices in operating them.

II. COMPLETED STUDIES

The following represent selected studies which have been completed recently in the area of facilities, equipment, and supplies:

A. Auble, Harry Blaine, Jr. and Crumly, Robert Andrew. Care and Storage of Athletic Equipment. Master's Thesis. Springfield College, 1951.

The purpose of this study was to determine techniques recommended by manufacturing experts who have scientific information regarding the care and storage of the athletic equipment. The best techniques were determined through numerous visitations to manufacturing plants, schools, and colleges. Illustrations and descriptions of the best techniques used at these institutions are recommended as efficient and economical procedures for utilizing space in the care and storage of athletic equipment.

This study covers the care of leather, rubber, wood, metal, plastics, fabrics, and fiber board as they are utilized in athletic equipment. It also concerns itself with provisions for drying equipment, repair shop, laundry marking system, checkout system, and an actual floor plan for an ideal equipment room.

B. Clark, James R. Indoor Facilities for Physical Education in the Six High School Grades. Doctorate Thesis, George Peabody College, 1951.

C. Crawford, Wayne H. The Functional Planning of Selected Indoor Facilities for Physical Education in Institutions of Higher Learning. Doctorate Thesis. Teachers College, Columbia University, 1950.

The primary purpose of this project was to survey the many problems involved in the planning of facilities for physical education in institutions of higher learning from the standpoint of facility function. Recommendations and suggestions are presented which are of value to institutions contemplating future construction.

The sources of research for this study included available literature, recommendations of national associations and conferences, survey of the indoor facilities of selected institutions, and interviews with authorities in area of facilities.

D. Delamater, James B. A Guide for the Functional Design of Outdoor Physical Education Facilities for College Men. Doctorate Thesis. Teachers College, Columbia University, 1952.

This study is a report of palnning methods which have been successfully utilized by college executives and planning specialists in designing and developing facilities. Such important items are considered as principles for planning outdoor physical education, facilities, site selection, common problems of space utilization, surfacing, sportslighting, and service facilities. The activities included for specific consideration in the study are archery, baseball, basketball, football, golf, handball, horseshoes, ice hockey, ice skating, lacross, rifle and pistol marksmanship, soccer, softball, speedball, tennis, track and field, and volleyball. The sources of information studies include the literature of official voluntary, professional, and private organizations; personal observation of outdoor physical education facilities; and, personal correspondence with planning officials, program directors, and specialists from fields fo related knowledge.

E. Martin, W. Edgar, Dr. Basic Body Measurements of School Age Children. Washington, D. C.: United States Office of Education, June, 1953.

Dr. Martin of the U.S. Office of Education has completed one phase of a study on anthropometric measurements of children. This was carried on with particular reference to planning facilities, furniture, and other equipment including those for recreation. This handbook is especially geared to school officials, architects, and design engineers in planning school buildings, furniture, and equipment.

According to this publication, "This study is the first in a projected series of studies dealing with the body dimensions of school-age children to be prepared by the Office of Education. According to present plans, the next in the series will be devoted to some of

the more important "functional" dimensions which can be used for planning the heights of work surfaces, the heights and spacing of instructional furniture and equipment, and the heights and spacing of general usage furniture and equipment. Subsequent studies in the series are expected to deal with heights and spacing of furniture and equipment in specialized facilities such as science laboratories, shops, and cafeterias."

F. Petersen, Alexander, Jr. The Field House -- A Facility for the Program of Physical Education. Doctorate Thesis. Teachers College, Columbia University, 1952.

G. Westkaemper, Richard B. Planning Outdoor Spectator Structures for Sports in Schools and Colleges. Doctorate Thesis. Teachers College, Columbia University, 1952.

In this study the development of spectator structures is traced from the period of the ancient Greeks and Romans to the present, with emphasis upon the factors stimulating construction and the adapting of designs to satisfy the requirements of the activities.

The importance of a well organized and thorough planning program is stressed, especially pertaining to long-range planning.

The designs and purposes of spectator structures receive consideration. Minimum standards for features such as treads, risers, portals, ramps, stairs, seating, and rails are proffered. Also common errors of design and construction are included.

Some present practices and possible uses of the underneath portion of the stadium are considered. Emphasis is placed upon the need of including planning for underneath facilities in the original program and including the desired features in the structure.

Finally, service facilities such as dressing rooms, rest rooms, concessions, ticket boxes, and lighting are discussed. Minimum standards and common errors are included.

III. MISCELLANEOUS REPORTS ON FACILITIES

A. The September 1953 issue of College and University Business includes an article by Harold W. Herman on "The 1952 Census of Facilities."

B. The School Housing Section in cooperation with other units of the U.S. Office of Education is preparing material on multi-purpose rooms to be used in elementary and secondary schools.

C. The following articles have appeared recently on surfacing of play areas:

1. "Asphalt and Concrete Surfaces," Recreation, September 1952.
2. "Blacktop for Apparatus Areas", a report of Portland, Oregon School Playground Accidents, Recreation, April 1952.
3. "Bruised Kiddies Lead to Rubber Research", Park Maintenance, May 1952.

4. "Calcium Chloride for Dust Control", Recreation, May 1953.
5. "Developing the Rubberized Playground Surface", Parks & Recreation, September 1952.
6. "Experiments with Surfacing Under Apparatus", Recreation, February 1951.
7. Jones, Thomas H., "Surfacing Materials for Play Places", Parks and Recreation, April 1952.
8. Los Angelos Schools, "Playground Accidents Prompt Surfacing Study", Recreation, November 1951.
9. "Dust Elimination", (A summary of findings in a nation-wide study), Recreation, May 1953.
10. "Louisville Playground Accidents", Safety Education, May 1952.
11. Moore, John R. "Boston Gets a Rubber Playground Suface", Recreation, February 1951.
12. Polson, A. E., "Pelletized Rubber for Playground Surfaces", Recreation, February 1951.
13. Safety Education, September 1952 is due devoted largely to articles relating to playground surfacing.
14. "Surfacing Multiple-Use Recreation Areas", (a summary of findings in a nation-wide study), Recreation, March, 1953.
15. "Surfacing Under Fixed Apparatus", (a summary of findings in a nation-wide study), Recreation, June 1952.

SUB-PROBLEM: INSURANCE AND LEGAL

A. S. Daniels
The Ohio State University

Suggestions Regarding the Development of a Unit on Legal Liability and Athletic Insurance Problems for Courses in Organization and Administration.

The expansion of the functions of the school has increased the problems of proper protection of the school child. Increased social and educational services have carried with them increased responsibilities for the teacher. These responsibilities aer not always clearly understood. This is particularly true of the legal aspects.

First-hand experience with teachers in the field has revealed that they know little or nothing about their legal liability and that they are greatly interested in such matters. They are aware of the increased attention which has been given in recent years to legal liability of school systems and school employees.

Ordinarily the professional education of teachers deals very lightly, if at all, with liability and insurance problems. It is proposed that in our preparation of teachers we include more comprehensive coverage of these matters which are of vital interest to the teacher. This coverage may be accomplished as a unit in courses in organization and administration. Some sample items for inclusion in this unit are offered below:

1. What is meant by the legal terms - liability and negligence? How are they related?
2. Why are classroom teachers most often named as defendents in cases alleging negligence?
3. Of what legal significance is the fact that the teacher is "loco-parentis" (in place of the parent) in relation to the student?
4. How is "reasonably prudent and careful behavior" of the teacher determined in the eyes of the law?
5. What is the dominant principle of law in the United States with respect to liability of school districts? How does this affect the teacher?
6. Why does the teacher have the legal duty to either render first aid in case of accident, and nothing more than first aid?
7. What are the teacher's legal defenses against liability?
8. What does the teacher need to know about such danger areas in school activities as: transportation, unsafe buildings and grounds, physical education and sports activities, driver education, field and team trips, safety patrols?
9. What kind of insurance protection is available to the teacher for liability situations?
10. What does the coach need to know about Athletic Injury Insurance plans and the protection they offer the athlete and school officials?

In dealing with the problem of liability for pupil injuries, the National Education Association believes: "There are many occasions where the teacher must defend himself against an accusation of negligence. . . If teachers know exactly what is expected of them they can better fit into the legal scheme of affairs and avoid suits, or at least be in a more understanding position for self defense."[1]

Physical education teachers and athletic coaches, along with shop, science and driver education teachers, work in areas in which danger is inherent. Their professional education should provide them with the kind of information which will permit them to fulfill their duties in non-negligent fashion.

The attached selected bibliography will be helpful to those desiring to construct a unit on this topic.

SELECTED BIBLIOGRAPHY ON LEGAL LIABILITY AND ATHLETIC INSURANCE

American Association of School Administrators, School District Liability, The Association, Washington, D.C., 1953.

Doscher, H., and Walke, N. S. "Status of Liability for School Physical Education Accidents and Its Relationship to the Health Program," Research Quarterly, 23:280-94, October 1952.

Dyer, D. B., and Lichtig, J. G. Liability in Public Recreation, C.C. Nelson Publishing Company, 213 E. Washington St., Appleton, Wisc., 1949.

Garber, L. O. "District Liability for Bus Accidents," Nation's Schools, 50: 79-80, November 1952.

Garber, L. O. "Liabilities for Injuries Received on School Property leased for Profit," Nation's Schools, 51:77-8, April 1953.

Guenther, Don P. Problems Involving Legal Liability and Athletic Insurance, (Thesis), The Ohio State University, Columbus, Ohio, 1948.

Haar, F. B., and Martin, W. B. "Student Injuries in Secondary Schools in Oregon," Research Quarterly, 24:276-83, October 1953.

Hamilton, R. R. "School Liability," Safety Education, 32:22-6, December 1952.

Hurd, Frank O. The Legal Liability of School Boards Toward Athletic Injuries and the Trend in Court Decisions, Thesis, The Ohio State University, Columbus, Ohio, 1937.

Leibee, Howard C. Liability for Accidents in Physical Education, Athletics Recreation, Ann Arbor Publishers, Ann Arbor, Michigan, 1952, 71 pp.

Marks, W. E. "High School Athletic Benefit Plans," Teachers College Journal, 23: 24, November 1951.

Morland, Richard. Trends in the Policies of State High School Athletic Associations of the United States, Thesis, Springfield College, Springfield, Massachusetts, 1947.

National Education Association, "Legal Status of the Public School Pupil," National Education Association, Research Division, National Education Association Research Bulletin, 26:4-38, February 1948.

---

1 National Education Association. Who Is Responsible for Pupil Injuries? Research Division, National Education Association, Washington, D. C. October 1950, p. 6.

National Education Association, Who Is Liable for Pupil Injuries? Research Division, The Association, Washington, D. C., 1950, 32 pp.
Poe, Arthur C. School Liability for Injuries to Pupils, Dissertation, Teachers College, Columbia University, New York, 1941.
Rosenfield, Harry H. "Liability for School Accidents," Nation's Schools, 39:31-2, June 1947 and 41:44-5, June 1948.
Rosenfield, Harry H. Liability for School Accidents, Harper & Brothers, New York, 1940, 220 p.
Satterfield, T. J. Legal Aspects of Tort Liability in School Districts as Indicated by Court Decisions. Thesis, Temple University Library, Philadelphia, 1949.
Satterfield, T. J. "Teacher Pays", Phi Delta Kappan, 32: 6-10, September 1950.
Scholastic Coach, "Football Fatalities," 22:51, September 1952.
Spadafora, J. "Junior High Accident Summary," Safety Education, 30:3, March 1951.
Spadafora, J. "Lower Elementary Accident Summary," Safety Education, 30:9, January 1951.
Spadafora, J. "Upper Elementary Accident Summary," Safety Education, 30:15, February 1951.
Spadafora, J. "Senior High Accident Summary," Safety Education, 30:6, April, 1951.
Thomas, W. E. "Liability of Teachers," Michigan Education Journal, 30: 233, November 1952.

HISTORY AND TRENDS

Lloyd M. Jones
The Pennsylvania State University

The following references supplement the previous reports of the Sub-Committee on History and Trends of the Committee on Problems of College Physical Education, bringing it up to date as of December 15, 1953.

ITEM 60. HISTORY OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

Coyer, William J. The History of Baseball at The Ohio State Univeristy, Unpublished Thesis, Ohio State University, 1948, 104 pages.

Detrick, Raymond. The History of Physical Education at Ohio Wesleyan University. Unpublished Thesis. Ohio State University, 1937 160 pages

Elliott, Denton W. A Historical Study of the Development of Physical Education at Otterbein College. Unpublished Thesis, Ohio State University, 1949, 124 pages

Erdmann, Charles P. The Development of Physical Education at DePauw University, 1837 to 1948. Unpublished Thesis, Ohio State University, 71 pages

Goellner, William A. The Court Ball Game of the Aboriginal Mayas. The Research Quarterly of the American Association for Health, Physical Education, and Recreation 24: 147-169, May 1953.

Heffelfinger, Clifford C. The History of Football at the Ohio State University. Unpublished Thesis, Ohio State University, 1948. 130 pages

Heberer, Ronald Lee A History of the Intramural Sports Program at the University of Illinois - 1918-1952. Unpublished Thesis, University of Illinois, 1953. 128 pages

Hagelin, Richard H. A History of First Aid: An Historical Study of the Methods, Materials and Organizations Responsible for Its Conduct. Unpublished Thesis, University of Michigan, 1953. 411 pages

Jacobs, Grace G. A History and Evaluation of Physical Education for Women at The Ohio State University. Unpublished Thesis, Ohio State University, 1938. 92 pages

Jenkins, Sidney The History of Physical Education and Athletics for Men in Denison University. Unpublished Thesis, Ohio State University, 1937. 55 pages

Kinzig, Elizabeth S. The History and Development of Physical Education and Athletics at Miami University. Unpublished Thesis, Ohio State University, 1945.

McConnell, John James A Chrnology of Changes in Basketball Rules: 1915-16 to 1952-53. Unpublished Thesis, State University of Iowa, 1953.

Mariner, McCoy A History of Health and Physical Education at Muskingum College. Unpublished Thesis, Ohio State University, 1937. 122 pages

Michael, Robert L. A History of the Growth and Development of Football in Ohio Colleges. Unpublished Thesis, Ohio State University, 1952. 157 pages.

Nichols, Elizabeth C. Physical Education at Amherst-The Impetus of Introducing Physical Education into the Education Curriculum. The Research Quarterly of the American Asscoiation for Health and Physical Education. 9: 88 - 97, March 1938

O'Neill, Robert M. A History of the Men's Physical Education Service Classes at The Ohio State University. Unpublished Thesis, Ohio State University, 1948. 92 pages

Ortiz, Newtman S. The History of Basketball at The Ohio State University. Unpublished Thesis, Ohio State University, 1947. 73 pages.

Patton, Ralph C. An Analytical Interpretation of the Development of Physical Education and Athletics at Marietta College, Marietta, Ohio. Unpublished Thesis, Ohio State University, 1950. 144 pages

Rampelt, Henry F. The History of Physical Education for Men at Baldwin-Wallace College, Berea, Ohio. Unpublished Thesis, Ohio State University, 1947. 94 pages

Ramsey, Harold E. A History of Track Athletics at The Ohio State University, Unpublished Thesis, Ohio State University, 1952. 162 pages

Stroede, D. J. The History and Development of Basketball Rules Changes from 1891 to 1953. Unpublished Thesis, University of Wisconsin, 1953. 213 pages

Toops, Geraldine. The History of the Development of the Service Course, Teacher Education, Health Education, and Extra Class Sports Programs in the Department of Physical Education for Women. Unpublished Thesis, Ohio State University, 1949. 240 pages

Urban, Dorothy The History and Development of Physical Education at Heidelberg College. Unpublished Thesis, Ohio State University, 1952. 106 pages.

ITEM 62. BIOGRAPHIES OF LEADERS IN COLLEGE PHYSICAL EDUCATION

Alida, G. The Life and Educational Services of Thomas Andrew Storey. Unpublished Thesis, Leland Stanford Univeristy

Carkin, Janice Recipients of the Gulick Award. Unpublished Thesis, Leland Stanford University, 1952. 243 pages

Heath, William E. J. Fred Bohler - A Pioneer in Physical Education and Athletics, 1885 - 1951. Unpublished Thesis, State College of Washington, 1951. 106 pages

Pease, Esther Elizabeth Louis Horst: His Theories on Modern Dance Composition. Unpublished Thesis, University of Michigan, 1953. 134 pages

ITEM 63. TRENDS IN PERSONNEL, FACILITIES, PROGRAM AND ADMINISTRATION IN COLLEGE PHYSICAL EDUCATION

Billingsley, Robert Shrewood. A Survey of the Regulations Governing the Selection of Dives for Collegiate Competition in Dual and Championship Meets from 1924 through 1953 and the Opinions of Selected Experts Concerning these Regulations. Unpublished Thesis, University of Washington, 1953.

Brush, Margaret H. Trends in Teacher Education in Women's Physical Education in the Mid-West. Unpublished Thesis, The Ohio State University, 1953.

Trekell, Marianna. The Effect of Cultural Change on the Sports Activities of American Women, 1860-1953. Unpublished Thesis, The Ohio State University, 1953.

SUB-COMMITTEE ON PROFESSIONAL EDUCATION AND PUBLIC RELATIONS

William F. Meredith
University of Pennsylvania

The following references should be added to the previous reports of this Sub-Committee.

PROFESSIONAL PREPARATION

Anderson, Clair L., An Analysis and Evaluation of the Physical Education Teacher Training Program in the State of Utah, 1952. Doctor of Education dissertation, University of Oregon.

Anderson, Miriam, A Manual of Physical Education Activities for Rural Teachers, 1953. Doctor of Education dissertation, New York University.

Ball, Edith, A Study of Recreation Activity Functions and Personnel in Selected Private Agencies, 1953. Doctor of Education dissertation, New York University.

Bates, Aubrey A., Criteria for the Selection of Men Teachers for Positions in High School Physical Education, 1952. Doctor's dissertation, University of California at Los Angeles.

Bell, Ethel T., Health Education Experiences in the Preparation of Elementary School Teachers, 1952. Doctoral dissertation, New York University.

Bishop, Harold Arthur, A Scale of Free Exercises Designed to Measure Selected Aspects of Motor Educability, 1950. Doctor of Education dissertation, University of Oregon.

Buice, Mary, Self-Evaluation of Undergraduate Professional Physical Education Programs in Institutions of Higher Learning. 1953. Doctoral dissertation, University of Texas.

Combe, Charles Albert, Tenure of Physical Education Instructors, 1952. Master of Science thesis, University of Utah.

Coombe, Eleanor M., Functions and Competencies of Physical Education Teachers, 1952. Doctor of Education dissertation, Stanford University.

Covin, Larry, An Evaluative Study of Professional Physical Education Courses at Stephen P. Austin State College, 1953 (?). Doctor of Education dissertation, George Peabody College for Teachers.

Deppe, Theodore R., An Evaluation of Selected Techniques Used for In-Service Training of Professional Recreation Personnel, 1953. Doctor of Recreation dissertation, Indiana University.

Forbes, Franklin, A Four Year Undergraduate Professional Physical Education Curriculum for Men at the Atlanta University Center, 1953. Doctor of Education dissertation, New York University.

Gordon, Archer S., Comparative Study of Artificial Respiration, 1952. Doctoral dissertation, University of Illinois.

Greenslade, Margaret, A Study of the Health Education Curricula Leading to a Baccalaureate Degree in Health Education in Institutions of Higher Learning in the United States, 1952. Master's thesis, University of Oregon .

Gross, Elmer A., A Study of the Present Practices in Corrective Physical Education for Boys in the Public Secondary Schools of Pennsylvania, 1953. Doctor of Philosophy dissertation, University of Pittsburgh.

Hagelin, Richard H., A History of First Aid: An Historical Study of the Methods, Materials, and Organizations Responsible for Its Conduct, 1953. Doctor of Philosophy dissertation, University of Michigan.

Handy, Donald T., A Predictive Index as a Basis for the Selection of Prospective Teachers in Physical Education, 1952. Doctoral dissertation, University of California at Los Angeles.

Harper, Lois Adelle, The Class and School Physical Activity Program for Crippled Children in Minnesota, 1952. Master's thesis, University of Minnesota.

Jenny, John, The Selection, Orientation and Screening of Major Students in Health and Physical Education, 1953. Doctoral dissertation, Temple University.

Johnson, Granville, Jr., An Experiment in the Evaluation of Teacher Effectiveness, 1953. Emory University.

Lobsten, Nelson G., An Organization and Appraisal of Methods Utilized in the Conduct of Physical Education Activities for Boys in the Secondary School, 1953. Doctor of Physical Education dissertation, Indiana University.

McAninch, Lewis R., A Study of Student Accidents and Student Accident Insurance Coverage in the United States, 1952. Doctoral dissertation, University of Southern California.

McCanne, Hazel B., An Evaluative Survey of Research Findings in Child Development and Related Fields with Implications for Teacher Education and Early Childhood Education, 1952. Doctoral dissertation, Northwestern University.

Montgomery, Jack E., The Interpretation and Application of Selected Tests and Other Evaluative Measures for the Selective Guidance and Counseling of Men Majoring in Physical Education, 1951. Doctoral dissertation, University of California at Los Angeles.

Morgan, Russell F., A Survey of Social Recreation in a State Teachers College with Reference to Such Activities as an Element in Teacher Education, 1952. Doctoral dissertation, University of Pittsburgh.

O'Brien, Irene Ellen, A Survey to Determine the Adequacy of Undergraduate Preparation for the Particular Teaching Positions Held by Women Graduates of the University of Washington, School of Physical and Health Education, 1953. Master of Science in Physical Education thesis, University of Washington.

Rickert, Lewis J., Teaching Badminton Through Mass Instruction, 1952. Doctoral dissertation, Teachers College, Columbia University.

Ryser, Otto Elmer, Standards for Nomenclature, Teaching Hints, Spotting Techniques, and Progression for Apparatus Stunts, 1953. Doctor of Physical Education dissertation, Indiana University.

Shepard, Natalie Marie, A Study of the Implications for Educating for Democracy through Physical Education, 1953. Doctor of Education dissertation, New York University.

Steinbrugge, Margaret, A Survey of the Preparation for School Camping Offered Teacher Training Students by the Universities and Colleges of the United States, 1952. Master of Science in Physical Education thesis, University of Washington.

Tait, William James, Jr., An Evaluation Device for the Professional Preparation of Recreation Personnel, 1952. Doctoral dissertation, New York University.

Yancey, Maude J., A Study of Some Health Misconceptions of Prospective Teachers in Negro Colleges of North Carolina, 1952. Doctoral dissertation, University of Michigan.

Young, Olive Graves, Rate of Learning in Relation to Spacing Practice Periods in Selected Physical Education Activities, 1953. Doctoral dissertation, State University of Iowa.

ABSTRACTS OF STUDIES IN LEARNING AND CONDITIONING

Arthur H. Steinhaus
George Williams College

Balch, William E. A Comparative Study of Personality and Temperament Traits of Champion Athletes and Normal College Men. MS thesis. Univ. of Illinois (Unpublished)

From a comparison of the responses of champion athletes and normal college men to Sheldon's self-rating temperament scale there appears to be no significant difference in over-all scores between the athletes as a group and normal college students. Nevertheless, the athletes checked certain responses conspicuously more often than normal students to warrant the author reporting them. These included: loves to eat and seeks out the best places; prefers to eat in groups; usually hungry for affection and approval; has tolerant attitudes; is gullible; sleeps heavy and long; energetic type; needs a great deal of exercise to be happy; shows courage in combat sports; relatively indifferent to pain; usually loud and noisy; likes outdoor sports and living; worries a great deal; concerned about details; rebels against inefficient routines; has youthful manner and appearance; and plans well for the future.

Walker, Robert Wm. Relationship of Motor Fitness to Learning Swimming MS thesis. University of Illinois (1950 unpublished)

The learn to swim ability of 14 students who rated lowest on the 14 item Illinois Motor Fitness screen Test was compared to that of 42 students who made better scores on this test. The high fitness group learned to swim more rapidly than the low group. In the early phases of learning that involved primarily confidence in the water, ability to relax, and only a small amount of muscle coordination, the high and low groups did not distinguish themselves. As, however, the tests demanded more coordination of large muscle movements the high fitness group pulled away from the low group so that in 16 weeks the high group showed about twice as much learning as the low group. The author comments on the unusually low strength, endurance, and power of students in the low group as contributing to their poor learning ability.

Mies, H. Untersuchungen über die "vegetative" Umstimmung im Training Acta Neurovegetativa 8, 149-157 (1953)

This is a report on changes in the vegetative nervous system brought on by training and suggests that the better neuromuscular coodination resulting from athletic training is supplemented by a corresponding improvement in coordination of the vegetative responses in the organism of the kind that are necessary to support the increased demands placed on the body.

Dr. Mies has devised an ingenious way of testing the readiness of the vegetative responses to "jump into action." (Heretofore the only dependable measures for such improvements were changes in resting heart rate, blood pressure and respiratory rate). Dr. Mies found that vestibular stimulation by spinning the subject in a rotating chair evoked the "emergency" type of response in the vegetative system and therefore provided a convenient test of the readiness to function.

This test was made on 21 students of physical education before and after 10 weeks of strenuous training with the following results. Whereas before training, twenty seconds of rotation induced variable (up and down) changes in blood, calcium, potassium, pyruvic acid, lactic acid, alkali reserve, coagulation time, and after training all of these values rose promptly, more rapidly, and lasted a longer time. Pulse, respiratory rate, systolic and diastolic blood pressure (all of which are recorded continuously), on the other hand, showed lower resting values and were much less increased by the stimulus and returned more promptly to normal.

The observed changes in the blood picture, according to Mies, reflect a prompt and coordinated response of the adrenergic elements of the autonomic nervous system and a suppression of cholinergic ones.

THE PROBLEM OF SMALL-NERVE FIBERS, MUSCLE SPINDLES, AND THE REGULATION OF TONUS

A review of four papers, prepared by Arthur H. Steinhaus

Kuffler, Stephan W. and Carlton C. Hunt
Chapter II. The Mammalian Small-Nerve Fibers: A System for Efferent Nervous Regulation of Muscle Spindle Discharge.
In Volume XXX, Patterns of Organization in the Central Nervous System Proceedings of the Association for Reserach in Nervous and Mental Diseases, pages 24-47, December 15 & 16, 1950, New York

Kuffler, Stephan A., Carlton C. Hunt, and Juan P. Quilliam
Function of Medullated Small-Nerve Fibers in Mammalian Ventral Roots; Efferent Muscle Spindle Innervation
Journal of Neurophysiology, Volume 14, pages 29-54, 1951

Granit, Ragnar and Birger R. Kaada
Influences of stimulation of Central Nervous Structures on Muscle Spindles in Cat Acta Physiologica Scandinavica, Volume 27, pages 130-160, 1952

Granit, Ragnar, Carl Job, and Birger R. Kaada
Activation of Muscle Spindles in Pinna Reflex
Acta Physiologica Scandinavica, Volume 27, pages 161-168, 1952

Some findings reported in these studies:

1. The lumbo-sacral ventral root outflow in cat contains about 30% small (3-8μ in diameter) myelinated nerve fibers called gamma fibers. These are slow conducting (15-55 M/second) by contrast with the alpha or rapidly conducting larger fibers (8-18μ) which makes up about 2/3 of the outflow.
2. The small fibers innervate exclusively the muscle elements (intrafusal fibers) within the muscle spindle or A organ responsive to change in muscle tension. The B organ or Golgi tendon ending has no efferent nerve supply.
3. Although stimulation of single gamma fibers causes small potential changes

detectable in thin muscles and associated with purely local contraction of intrafusel fibers, it causes no detectable shortening of the muscle nor propagated muscle impulses in ordinary muscle fibers as follwos stimulation of the larger alpha fibers.

4. Stimulation of gamma fibers results in an increase in the afferent discharge rate from muscle spindles or causes discharge from receptor which are quiescent. This is believed to be due to contraction of intrafusal fibers "exciting the afferent nerve terminals by stretch deformation."
5. Each spindle receives several small-nerve fibers. Small nerve fibers usually branch to supply several spindles. The pattern appears to be one that favors finely graduated excitation of spindles. The discharge pattern of these gamma fibers indicates that small-nerve activity may serve to compensate for fluntuations in the afferent spindle discharges that result from changes in muscle length or tension. When the muscle is at a short resting length, the gamma discharge is high. When the muscle is subjected to greater external tension, the discharge becomes inhibited. With the discharge held constant, an increase in muscle tension increases the spindle activity.
6. Records from single muscle afferents in dorsal roots show that without any change in muscle tension, the discharges from muscle spindles may be accelerated or decelerated by stimulation of various central structures known to influence motor activity.
7. Stimulation for 10-20 seconds of a number of spots in the brain stem and diencephalic reticular system sets up a slowly increasing acceleration of spindle discharge whihc continues for a half-minute or longer after cessation of activity. Less regularly similar effects were obtained from the motor cortex and the anterior lobe of the cerebellum and these areas.
8. Deceleration down to complete inhibitions of spindle activity results from stimulation of the bulbo-reticular inhibiting systems and the anterior lobe of the cerebellum. The former was particularly potent capable of surpressing a high discharge rate set up by a sudden load. Less prominent effects were obtained from the motor cortex, orbital gyrus and portions of the nose brain. The threshold of the gamma system was usually lower than that of the large alpha fibers.
9. Tonic activity was found in gamma fibers of efferent spinal roots. This activity, as well as the afferent discharge from the spindle fluctuate with central events rather than primarily with muscle tension. This tonic activity in gamma fibers is increased or decreased by the stimulation of central structures mentioned above and in this way the tonic activity of muscles is controlled. "The postural reflex is the last link in a system consisting of gamma efferents and the muscle spindle afferents. The two latter components behave in truly tonic fashion."
10. Twisting the cat's ear (pinna reflex) either accelerates or initially depresses and then accelerates hind leg muscle spindles. It has similar effects on the gamma efferents in the ventral roots. This happens in the absence of muscle contractions.
11. (From Symposium in Montreal) When the cat's head is bent backward, the gamma discharge is reduced in the nerve roots supplying the hind legs.

A NEW WAY TO INCREASE RANGE OF MOVEMENT AND THE PROBLEM OF MUSCLE BOUNDNESS

(A Preliminary Report)

Arthur H. Steinhaus, Thomas Potts, and Deno Fenili
George Williams College
Chicago 15, Illinois

Limitation of the range of movement in joints is one of the commonest ailments of older people. Often such limitation is found also in the young where even mild muscle trauma or temporary joint injury hastens its onset.

Diligent efforts to reverse this condition by special exercises too often yield disappointing results, and any gains that are made quickly disappear when the exercise regime is stopped.

It is not uncommon to find a large range of motion in the joints of persons who have never performed strenuous physical exercise, whereas, the man whose muscles betray experience with heavy work often has such limitations of motion that he is called "muscle bound." Although the expression "muscle boundness" is so common as to be a colloquialism, it is significant that a satisfactory explanation of its nature and cause is not available. Recent studies by Karpovich have shown that muscle bulk itself as found in weight lifters is no deterrent to speed of contraction. It seems appropriate to ask whether the limitation to movement in muscle boundness and the limitation of movement not associated with muscle hypertrophy may not be of common origin.

Prompted by such facts and speculations the authors became interested in a new approach to the problem of limitation of movement that has in recent years been pioneered by Dr. Milton G. Schmitt, a Chicago physician who specializes in physical medicine.

On the premise that changes in the connective tissue (1) of the joint capsule, (2) of the muscle itself, and (3) of the superficial fascia are the causes of loss of motion when there is no osseous anomaly in the joint, Dr. Schmitt began some years ago to employ manual procedures to reverse these changes by purely physical and mechanical means. Though eminently successful from the start, progress was limited by the tremenduous physical exertion demanded of the hands. To circumvent this limitation, Dr. Schmitt devised a machine that untiringly duplicates the necessary motion. This device, known as the MOTOR-VATOR, imparts 1140 sine-wave strokes per minute through a rubber applicator to the tissue over which it is held. The stroke length of the simple harmonic movement can be varied from 1/8 to 1/2 inch.

With many clinical successes in restoring movement to joints rendered immobile by injury, and with a successful record of changing toward normal, the basic pattern of neuromuscular disability in cerebral palsy - all by efforts directed toward restoring to the muscles involved their full measure of extensibility, it seemed appropriate to conduct a controlled test on an apparently healthy person who showed only loss of movement usually attributed to aging. Consequently, the experiment here reported was undertaken.

Because of his age and the desire to have a first hand experience with the procedure, the senior author became the subject for a preliminary experiment and two assistants, the junior authors, made the observations. The experiment

proceeded as follows. In March of 1953 measurements were made of (1) the range of movement in the joints of both upper extremities, (2) strength of the muscles in the forearm (grip strength), and (3) speed and dexterity of muscle groups used in signature writing. There followed six approximately one-half hour periods (two per week) in which Dr. Schmitt applied the motorvator over the soft tissue of superficial fascia, muscles, and joint structures of the right hand, arm, shoulder, and upper quadrant of the trunk with strict observance of the anatomic relations in the structures involved. Following this, about the end of April, the measurement program was again repeated. Double exposure photographs were taken to record the range of movements before and after this procedure.

The measurements of range of movement are recorded in Table I. The right shoulder and arm were selected for motorvation because initially there was considerably more limitation in this side. (Since the subject is right-handed, the question properly emerges whether lack of use is the major cause of limitation of movement). Table I discloses that the motorvated side showed markedly more increase in motion than did the left (control) side. The moderate increases in motions involving abduction at the shoulder joint in the control side is attributed by us to the loosening of skin and muscles of the right back and chest which gave some "carry over" easement to the left side.

Table I. RANGE OF MOVEMENT IN JOINTS BEFORE AND AFTER MOTORVATION OF THE RIGHT SIDE
(Each figure represents the median of ten readings)

Joint	Movement	Right Side Motorvated		Left Side Not Motorvated		Change	
		Before (1)	After (2)	Control Readings (1)	(2)	Right Side	Left Side
Shoulder	Flexion-Hyperextension	136.0°	169.5°	160.0°	162.0°	+25%	+ 1%
	Internal-External Rotation	118.0°	151.5°	126.0°	138.0°	+28%	+10%
	Abduction-Shoulder Raising	110.0°	147.0°	122.0°	144.0°	+34%	+18%
	Horizontal-Extension Abduction	11.5°	22.0°	14.0°	17.0°	+91%	+21%
Elbow	Flexion	138.0°	145.5°	144.0°	142.0°	+ 5%	- 1%
Radio-Ulnar	Supination-Pronation	146.5°	156.5°	140.0°	137.0°	+ 7%	- 2%
Wrist	Radio-Ulnar Flexion	66.5°	77.0°	65.0°	72.5°	+16%	+11%
	Flexion-Hyperextension	128.5°	151.0°	129.5°	134.0°	+18%	+ 4%

From Table II it is clear that mechanical intervention by motorvation sufficient to improve the extensibility of muscles does not reduce muscle strength. It is difficult to tell if the 3 percent increase on the motorvated side compared with the slight loss on the unmotorvated side is significant.

Table II. GRIP STRENGTH BEFORE AND AFTER MOTORVATION OF RIGHT SIDE

	Before	After	Change
Right			
Maximum of 5 readings	74.25 Kg.	76.25 Kg.	+2.7%
Mean	73.20 Kg.	75.45 Kg.	+3.1%
Left			
Maximum of 5 readings	68.00 Kg.	67.00 Kg.	-1.4%
Mean	66.40 Kg.	66.20 Kg.	-0.3%

Our observations on the speed of movement yielded positive results but do not permit unequivocal interpretation. Speed of handwriting was compared before and after motorvation. Obviously only the right hand and arm were involved. The subject wrote his signature as often as possible in a minute. Then after a three minute rest repeated the operation. Signature writing was selected for this test because it was least subject to change due to practice and would therefore best reflect the effect of motorvation. Before motorvation 12.6 signatures were written in the first minute and 12.38 in a second minute after three minutes of rest. After motorvation these numbers were increased to 13.44 and 15.25 respectively.

Summary

From the preliminary study here reported the authors are satisfied that the extensibility of muscle and the range of movement in joints may be markedly increased by a form of mechanical intervention here called motorvation. This procedure does not significantly modify muscle strength and appears to improve the speed and dexterity of small muscle movement.

Note: On the date of compiling this report (June 29) the gains in movement recorded in Table 1 had been fully retained. No special attention had been given these muscles in the two month interim.

REPORT OF COMMITTEE ON CONSTRUCTION AND EQUIPMENT

1. All members of the Committee were contacted by questionnaire on July 14th, after President Mitchell had notified the Chairman about the acceptance of new members. Only four members responded with the following results:
   A. All agreed that they would push research in this field at their schools and others in their districts.
   B. It was found that the following studies have been made or are in progress:
      1. Hunter, Raymond, "Designs for Community and School Facilities" N. Y. U. (State Office of Education, Albany, New York).
      2. Crawford, Wayne, "The Functional planning of Selected Indoor Facilities for Physical Education for Men in Institutions of Higher Learning. New York, Teachers College, EdD. Project, 1951.
      3. Delamater, J. B., "A Guide for the Functional Design of Outdoor Physical Education Facilities for College Men", New York, EdD. Project, 1952.
      4. Peterson, Alexander, "The Field House--A Facility for the Program of Physical Education". New York, Teachers College, EdD. Project, 1952.
      5. Wostkaomper, Richard, "Planning Outdoor Spectator Structures for Sports in Schools and Colleges," New York, Teachers College, EdD. Project, 1952.
   C. All agreed that it would be desirable to seek assistance from the Athletic Institute to hold a work shop or to conduct a study relative to this field. Mr. Bank was contacted and offered assistance if the project was a proper one for them to finance. He doubted the advisability of doing anything in equipment.
   D. Three members sent names of institutions that have recently built or are building. These included: Knox College, Grove City College, Syracuse, Rhode Island University, Cornell, Texas A & M, Hill School Lawrenceville, Andover, Hotchkiss. The first three named brought displays to the Chicago meeting and were greatly appreciated by the various members. Dr. Howard Danford sent the proposed requirements of his department for a new gymnasium.
   E. New Ideas discussed at the meeting included:
      1. The gymnasium floor at Grove City is laid on cork and has proven very successful according to Dr. Jim Loveless.
      2. The Knox gymnasium was constructed with no artificial lighting. It is all artificial and is "very successful" says Dean Trevor, the director.

Recommendations

1. That an effort be made to hold a workshop on some phase of construction, facilities, or equipment during the coming year.
2. That a clearing house and storage place be designated for plans,

especially new ideas, to be filed and kept for future builders. (When the offer of Queens College can be worked out in detail this appears to be the most logical answer to this problem).

3. That every college conducting a graduate program make an effort to encourage research in this fertile field.
4. That further effort be made to coordinate the work of this committee with that of similar committees representing the AAHPER and NCAA.
5. That the committee be continued but be expanded to include more persons actually engaged in building.

Respectfully submitted

H. G. Danford, Florida State
R. O. Duncan, West Virginia
W. A. Dewar, University of Ontario
W. L. Hughes, Temple University
R. J. H. Kiphuth, Yale University
F. W. Luehring, University of Pennsylvania
R. E. Stultz, Syracuse University
D. C. Seaton, Kentucky, Chairman

CURRICULUM RESEARCH COMMITTEE

Elwood Craig Davis, Chairman
University of Southern California

INTRODUCTION

This is the twenty-sixth annual report of this Committee, the first twenty-five years having been made by William Ralph LaPorte, the originator and former chairman of the Committee. Under his able leadership the work has expanded until it now embraces seven areas of study under as many sub-committee chairmen.

The work this year finds some of the chairmen of sub-committees continuing projects already under way, others presenting new facets or applications of their areas of study. C. C. Cowell in the Sub-Committee on Trends presents additional telling evidence of the need to consider the social and psychological forces that inescapably mold Physical Education. W. R. LaPorte, who was willing to continue as a member of the Committee, presents a Check List which should be very helpful to elementary school teachers assigned to teach Physical Education, in the Sub-Committee on Curriculum Content. W. P. Ashbrook in the Sub-Committee on Evaluation presents a Rating Scale for the Service Program at the college level. A. A. Esslinger, Sub-Committee on Administrative Standards, presents some standards on new personnel selection and other standards for judging the work of a department. John M. Cooper, who has been working with John D. Lawther for the past three years on the Methods and Principles of Teaching Sub-Committee, has formulated twenty-three principles of positions of body and body-parts which should be useful in analysis of motor performance. The Sub-Committee on Public Relations investigated some of the blocks to the initiation of public relations programs.

These Committeemen considered ways that their work could be made available to each other during the year and ways of integrating this work. They also considered the possibility of extending their work to include Health and Recreation Education, and, to include other areas of study. No conclusion was drawn to date on these deliberations but there was agreement that the opinions of the Association membership should be sought for ways that the Curriculum Research Committee could be most helpful. The Committeemen also revised the Code of Operations proposed for this Committee.

REPORT OF THE COMMITTEE ON FILMS AND TELEVISION

This committee, through correspondence, has investigated possibilities of definite action in three different projects.

A. Studied the desirability of, and need for, the production of a color, sound, 16mm film that will "sell" physical education to parents, school administrators and community officials and groups. The consensus was that a film which will do for physical education what "Playtown, U.S.A." has done for recreation is very much needed.

Accordingly, a meeting was held with the Presidents of the College Physical Education Association and the American Association for Health, Physical Education and Recreation for the purpose of discussing the financing of such a project. It was felt that a considerable amount of the necessary funds could be secured from various regional and national associations interested in physical education. Additional sources of funds might be some Foundation or other organization, such as The Athletic Institute.

Procedure for the securing of the necessary funds has already been initiated.

B. To investigate the extent of television programs in education.

From the pamphlet "Facts about T.V. (Health and Medicine)", put out by The Television Information Committee of the National Association of Radio and Television Broadcasters, 1771 N Street, N.W., Washington 6, D. C., October, 1953, we have learned that the American Medical Association and other medical and health societies have made extensive use of television in order to give millions of citizens a better concept of good health and how to preserve it, as well as a better understanding of the newest techniques, discoveries and devices which spell continual medical progress.

It has also been ascertained from a reading of "Educational Television - Local Program Survey, 1952-53", U. S. Office of Education, that over 80 of our colleges and universities are presenting educational television programs over commercial stations in order to show parents and the general public what is happening in their schools and their progress in highly specialized fields.

When one examines this document, one realizes that many programs are presented in Health Education, Science, Home Economics, Psychology, Music, Drama, and a wide variety of academic subjects, but little, if anything, in Physical Education.

The trend is for more and more local school systems and institutions of higher learning to utilize television in their educational program. The committee feels that we as physical educators may be remiss in not utilizing our own institution's television program in order to present teaching skill techniques and other specialized physical education activities to the general public. Television can be used for in-school physical education classes as well as for after-school recreation programs. Physical education teachers from the very nature and appeal of their work should be the leaders in educational television.

Because of the fact that the C.P.E.A. has no central office with a full-time staff and because of the fact that a committee, working through corre-

spondence, could not produce sample physical education television programs, the promulgation of such programs must depend largely on the individual initiative of physical educators in their local situation. It is recommended that individuals contact their own institution "educational television" director and obtain "spots" on the program. Interested persons should obtain the publications mentioned above. Another resource is "A Television Policy on Education" by Carroll V. Newsom, American Council on Education, Washington, D. C.

C. The third project under consideration by this committee is to review existing films on physical education, list them under various specific topics and make the list available to members of the C.P.E.A., with some annotation on each film. No progress has been made during the 1953 year on this project and it will be referred to the committee for 1954.

Respectfully submitted,

G. F. Anderson
L. K. Butler
M. J. Gary
R. H. Hagelin
F. V. Hein
L. A. Kranz
T. P. Bank (Chairman)

REPORT OF THE STANDING COMMITTEE ON FOREIGN RELATIONS

Earle F. Zeigler
University of Western Ontario
London, Canada

This Committee plans to meet in Chicago at the time of the Annual Meeting. Through correspondence the Chairman received suggestions from members of the Committee as to a plan of action for improving this Association's foreign relations.

We feel that people on this continent should have a greater knowledge of the advances that are being made all over the world in our field. Conversely, we feel that we would like to share our experiences with them, if they so desire.

Through the help of Dr. Doris Plewes, Acting Director of the Physical Fitness Division in Ottawa, we were able to secure the names of sixteen representative physical educators in various lands. Letters have been written to the following people asking for their help in this matter:

1. Miss Kathleen Gordon, B.A.,
   Commonwealth Fitness Officer,
   Department of Health,
   Canberra, Australia

2. Mr. Edgard Lambotte,
   Redacteur en Chef de la Revue,
   "La Gymnastiwue Educative",
   15 rue d' Albanie,
   Bruxelles, Belgium

3. Dr. Hui Ching Lu, (Woman)
   5 Duke Street,
   Kowloon Tong,
   Hongkong, China

4. Mr. Niilo A. Mannio,
   Secretary General,
   Ministry of Social Affairs,
   Helsinki, Finland

5. Dr. Carl Diem,
   Sporthochschule,
   Stadion, Koln-Mungersdorf,
   Nord-Rheinprovinz,
   Britische Zone, Germany

6. Mr. Yoshihiko Jurimoto,
   Japan University of Physical
   Education,
   3 Chome, Fukazawa,
   Setagaya, Tokyo, Japan

7. Mrs. Helma Probitzer,
   Tuchlauben 4,
   Vienna 1, Austria

8. Capitaine J.F. Targa,
   Associacao Dos Especializados
   Em Educacao Fisica E Desportos,
   Rua Duque de Caxias n. 1755,
   Porto Alegre,
   Do Rio Grnde Do Sul, Brazil

9. Prof. Emanuel Hansen, Ph.D.,
   Rector, Physical Trg. College,
   Norre Alle 51,
   Kobenhavn, N, Denmark

10. M. Gaston Roux
    Directeur General
    Direction Generale De La Jeunesse
    et Des Sports,
    34, rue de Chateaudun,
    Paris 90, France

11. Dr. Emideo Catalano
Ufficio Speciale per l'Educa-
tion Fisica,
Ministero de la Publica
Instruzione,
Lungotevere Cadorna-Ed.E.,
Foro Italico, Rome, Italy

12. Gral. J. Ricardo Marin Ramos,
El Director General,
Direccion General de Education
Fisica,
Officiana Tecnica,
Seccion 1,
Orientacion Pedagogica,
Mexico, D.F.

13. Captain Alvar Thorson,
First Inspector of Physical
Education,
Gymnastibrotlen,
Kungsholms Kungsplon 3,
Stockholm, Sweden

14. Major E. Major,
19 Drummond Avenue,
Leeds 6,
Aldershot, England

15. Captain Harold Sandvik,
Director of Physical Education,
Ministry of Education,
Kronprinsangaten 8,
Oslo, Norway

16. Miss Ruth Foster,
Department of Physical Education,
Ministry of Education,
Curzon Street
London, W.C.I., England

Dr. Plewes has offered to help us with any necessary translations.

We are asking for the following type of information:

1. A list of leaders and officers of national associations in our field.
2. National philosophies and objectives.
3. Physical education programs - school and college.
4. Place of program in national life.
5. Articles on foreign programs for our professional journals and magazines.
6. Reports on research in our field.
7. Suggestions on people and programs for our people to visit when abroad.

This Committee suggests that each year a program at each Annual Meeting should be devoted to furthering understanding of physical education in a particular country or section of the world. This year the program will be about Canadian Physical Education. As a file of material is developed, it should be possible to arrange programs for countries on other continents.

Further suggestions concerning the work of this Committee are as follows:

1. A form letter should be sent to all members of our Association regarding their knowledge of films and other information about foreign countries.

2. The possibility of a newsletter should be considered. Association members could thereby receive interesting and informative material which had been sent in.

3. An attempt should be made to form a closer working arrangement with the A.A.H.P.E.R.

4. We should attempt to work through international sports competitions in this vital matter of public relations.

5. We should investigate the use of curricular material to foster international understanding. Could not research physical education courses be designed specifically to perpetuate or produce international understanding?

Two new texts in our field consider this matter of international relations:

1. RECREATION, TEXT AND READINGS. Brightbill, Charles K. and Meyer, Harold D. New York: Prentice-Hall, Inc., 1953. See pp. 485-494.

2. A WORLD HISTORY OF PHYSICAL EDUCATION. Van Dalen, D.B., Mitchell, E.D., and Bennett, B.L. New York: Prentice-Hall, Inc., 1953.

Respectfully submitted,

B. L. Bennett
H. E. Brown
C. R. Fall
D. C. Furman
J. Heldman, Jr.
G. Vandenburgh
E. F. Zeigler, Chairman

INTRAMURAL COMMITTEE REPORT

The Intramural Committee wishes to report that the convention program of our Section will be somewhat different. In an effort to stimulate questions, answers and discussions particularly by new members, we decided to try a New England Town Meeting type of assembly.

The Intramural Touch Football Rules Committee, spurred by the energetic Mr. A. H. Rhoads of Ohio University, have continued their fine work. They have an extensive survey on various phases of that sport that will be presented at these meetings.

Mr. Dean Richardson has made available a survey on Intramurals that he made last year. Mr. Harris F. Beeman of Michigan State College will report and comment on the meeting of the Intramural Directors of the Western Conference.

The new officers elected were:

A. H. Rhoades, Ohio University, Chairman
Howard Ryan, McGill University, Chairman Elect
Spurgeon Cherry, University of Florida, Secretary

Respectfully,

Paul F. Cieurzo, Jr., Chairman
Intramural Section of College
Physical Education Association

MEMBERSHIP COMMITTEE

At the request of the chairman, Lloyd Lux, who was unable to be present I should like to make these few remarks regarding the work of the membership committee. They have done a fine job in interesting approximately 95 new persons in joining the Association. About 30 of this group have joined at this convention and on behalf of the Association may I extend a warm welcome to each of them.

During the past year it has been necessary to remove approximately 100 names from the rolls for failure to maintain active status. Despite this loss we still have as of December 1st five hundred and eight (508) active members.

Delay in the mails prevents my having material to present on behalf of several of our Association members who have retired from their institutions and are eligible for honorary membership. Therefore, may I recommend that the Association empower the Membership Committee and the Secreatry to recognize, with honorary membership, those members who have retired and in addition meet other qualifications for such membership.

The Committee recommends that Honorary Life Membership in the Association be granted to the following:

C. E. Bilheimer, Gettysburg College, member since 1930
Fred. W. Leuhring, University of Pennsylvania, member since 1920
Walter D. Livingston, Denison University, member since 1922
E. Leroy Mercer, University of Pennsylvania, member since 1921

Respectfully submitted

Lloyd Lux, Chairman
(by Dick Jamerson)

COMMITTEE REPORT

PROBLEMS OF COLLEGE PHYSICAL EDUCATION

To: The president, the Executive Committee, and Members of the College Physical Education Association

From: The Committee on Problems of the College Physical Education Association

1. The functions of the committee on Problems of College Physical Education, which have guided their activity, are as follows:

   a. To identify the problems of college physical education.
   b. To initiate steps leading to possible solutions, including the clearance and appropriate endorsement of proposed studies.
   c. To report findings of research pertinent to college physical education to the membership of the Association.
   d. To recommend appropriate actions for college physical education to the Executive Committee of the Association according to findings of research.

2. The personnel of the Committee and the areas of responsibility are now as follows:

a.	Interpretations and Objectives	Dr. D. K. Brace
b.	Measurement and Evaluation	Dr. H. Harrison Clarke
c.	Program	
	(1) Physical Education and Hygiene	Dr. T. E. McDonough
	(2) Athletics	Dr. L. F. Keller
d.	Administration	
	(1) Organization and staff	Dr. C. H. Young
	(2) Management and Supervision	Dr. C. V. Langton
	(3) Facilities, Equipment, and Supplies	Dr. C. A. Bucher
	(4) Insurance and Legal	Dr. A. S. Daniels
e.	Leadership: Methods and Qualifications	Dr. T. E. Blesh
f.	History and Trends	Dr. Lloyd M. Jones
g.	Profession	
	(1) Professional Education	Dr. W. F. Meredith
	(2) Public Relations	Dr. W. F. Meredith
	(3) Professional Status	Dr. S. C. Staley
h.	Learning and Conditioning	Dr. A. H. Steinhaus

3. Work activities of Committee during 1953.
   a. Committee meeting to plan program for the 1953 conference.
   b. Appointment of three members of Committee. This was the result of a survey and vote on the part of the Committee. Results are:

1. Sub-Committee on Leadership: T. E. Blesh
2. Sub-Committee on Facilities: C. A. Bucher
3. Sub-Committee on Organization and Staff: C. H. Young

c. Correspondence with Committee Members and others interested in college physical education problems. Results:

1. Selection of studies for presentation at 1953 Conference.
2. Support by CPEA of studies proposed by:
   a. Francis W. Bearden, "An Analysis of State Controls Governing Public Swimming Areas in the United States".
   b. John E. Madden, "Safeguarding College Students from Financial Loss due to Physical Education Incurred Injuries -- with Particular reference to Medican Reimbursement Insurance".

d. Advising students on the selection of problems. This has been an individual matter for the various members of the Committee.

e. Dr. McDonough accepted the responsibility to survey the colleges in the USA for studies which might be reported at the CPEA Meetings. A very extensive list of studies were uncovered, and are appended.

4. Recommendations:

a. That the committee be continued with the same functions as in the past.

b. That fifty dollars ($50.00) be made available to the committee.

Respectfully submitted,

D. K. Brace
H. Harrison Clarke
C. H. Young
T. E. McDonough
A. S. Daniels
T. E. Blesh
L. M. Jones
L. F. Keller
C. V. Langton
W. F. Meredith
C. A. Bucher
S. C. Staley
A. H. Steinhaus
L. A. Larson, Chairman

December, 1953

TEACHER EDUCATION COMMITTEE REPORT

The Committee on Teacher Education was reorganized this past year. Dr. William Meredith, University of Pennsylvania, former chairman was appointed Chairman of the Publicity Committee. Three of last years' committee remained; Dr. C. H. McCloy, Dr. R. H. Snyder, and the present chairman. It was necessary to appoint three new members; Dr. Henry Shenk, University of Kansas; Dr. Francis J. Moench, Cortland State University; and Dr. C. O. Jackson, Illinois University.

The last project sponsored by this committee was the Evaluation Team Project. At the present time the project is centered in the home office of the American Association for Health, Physical Education and Recreation in Washington and therefore the committee is relieved of this project. The Committee has requested our former chairman to report on the status of this project in our section meeting.

To recommend another project each member of the Committee was polled for suggestions. Eight suggestions were forwarded; these suggestions were listed and the Committee was requested to rank items in preferred order, number 1 being first, number 8 the last. After the rankings were received and tabulated, the Committee met to consider its 1st choice and to submit that recommendation to you.

You are aware that several factors must be kept in mind when reviewing a possible project; there must be little or no expense envolved; it must be of such nature that its business can be readily transacted by mail, and of course, it should have some begining and ending. A project that seems never to be completed becomes discouraging to the Committee as well as the Association members (even though it is realized that this particular field, Teacher Education, is one that goes on and on.)

Considering the factors as best we could, the Committee recommends as its project: Upgrading of Standards and Practices.

Respectfully submitted,

Ernest B. Smith
Chairman

REPORT OF COMMITTEE ON RESOLUTIONS

Marshall Turner
Johns Hopkins

1. WHEREAS the College Physical Education Association has previously adopted resolutions condemning the practice of granting of an automatic excuse from physical education activities for basic military training, and

   WHEREAS the American Council on Education has recently adopted a policy making a distinction between these two activities,

   BE IT THEREFORE RESOLVED

   THAT the College Physical Education Association take due notice of that decision and express its appreciation to the American Council on Education for the consideration shown by them to the representatives of this Association during their deliberations on this matter, and

   BE IT FURTHER RESOLVED

   THAT the College Physical Education Association express its thanks to the Joint Committee on Physical Education and Athletics for their efforts in representing the College Physical Education Association, National Collegiate Athletic Association, the American Association for Health, Physical Education and Recreation to the American Council on Education.

2. WHEREAS the College Physical Education Association has adopted a resolution noting the formation of the National Council on Accreditation for Teacher Educationa nd offering our support thereto, and

   WHEREAS the American Association of Colleges for Teacher Education has shown itself interested in the improvement of training physical education personnel,

   BE IT THEREFORE RESOLVED

   THAT the College Physical Education Association note with approval the efforts of these groups to improve the standards of our professional education programs, and

   BE IT FURTHER RESOLVED

   THAT the College Physical Education Association, and its individual members, offer to these groups any assistance which they may request.

3. WHEREAS the College Physical Education Association has previously adopted resolutions expressing its concern with the development of desirable athletic standards for children of elementary school age, and

WHEREAS the College Physical Education Association has previously adopted resolutions expressing its concern with the continuing criticism of intercollegiate athletics,

BE IT THEREFORE RESOLVED

THAT the College Physical Education Association again express its continuing concern with these areas, and

BE IT FURTHER RESOLVED

THAT the College Physical Education Association support all efforts attempting to establish desirable athletic practices at each educational level to the end that physical education can make its maximum contribution to the welfare of the participant.

4. WHEREAS it would appear that there are common professional problems with the National Collegiate Athletic Association, and with the College Women's Physical Education Association,

BE IT RESOLVED

THAT the President of the College Physical Education Association appoint a committee to investigate the possibility of joint meetings with these groups, at a committee or full membership level, to effect a better understanding and solution of our mutual problems.

5. The College Physical Education Association wishes to express its thanks and appreciation to the following guest speakers at our 57th Annual Convention for their contributions in making this Convention a stimulating and satisfying experience:

Dr. Houston Peterson, Professor of Philosophy, Rutgers University
Dr. Norman Burns, Secretary, North Central Association of Secondary Schools and Colleges
Mr. Branch Rickey, Vice-President and General Manager, Pittsburgh Pirates.

6. The College Physical Education Association also wishes to thank the following organizations for their fine cooperation and assistance toward the success of this Convention:

The Athletic Institute
The University of Chicago
The Coca-Cola Company
and the Local Hospitality and Publicity Committees for this Convention.

Respectfully submitted,

Edward J. Shea
Carl A. Troestar
George Stafford

NOMINATIONS COMMITTEE

Mr. President and Members of the C.P.E.A.:

According to the provisions of Article II - Section 2 of the constitution: "The officers of the association shall be elected from the active membership at the time of the annual business meeting, after being proposed by a nominating committee consisting of three active members appointed by the President. The nominating committee shall be appointed by October 1, preceding the annual business meeting at which it is to report. Additional nominations may be made from the floor at the annual business meeting. A two thirds favorable vote shall be necessary for the election of the officers providing Article V, Section 1 of the By-Laws not be violated" (quorum 35 members present).

Members of the Association were requested through the medium of the President's bulletin to send their suggestions for nominations to one or more members of the nominating committee. The committee canvassed the complete list of the membership of the Association, with a view to nominating officers who would give the organization aggressive and able leadership.

The committee of George Gauthier, Solon Sudduth and Carl L. Nordly respectfully submits the following slate

Secretary-Treasurer:	Richard E. Jamerson
Vice President:	Seward Staley
President:	William F. Meredith

REPORT OF THE REPRESENTATIVE TO THE NATIONAL COMMITTEE FOR THE IMPROVEMENT OF PROFESSIONAL PREPARATION IN HEALTH EDUCATION PHYSICAL EDUCATION AND RECREATION

Your representative attended the meeting of the committee at the Hotel Congress, in Chicago, February 13, 1953.
The Officers for 1953-54:
Chairman, Carl L. Nordly, University of Minnesota
Vice-Chairman, William F. Meredith, University of Pennsylvania
Secretary, Holger F. Kilander, New York University
Members-at-large: Sterling S. Winans, Recreation Commission, State of California
David K. Brace, University of Texas

1. The Treasurer reported receipts - contributions from sponsoring organizations - of - - - $150.00
   Disbursements - - - 44.50
   Balance on hand February 13, 1953 $105.50

2. Chairman Nordly reported that effective coordinating relations have been established with the AACUE through its officers. He also presented revisions of the AACTE General Evaluation Schedules and for those in Physical Education.

3. Reports were presented by representatives of the following organizations:
   American Association of Colleges for Teacher Education, Dean Waldo E. Tessenger, University of Indiana, Chairman, National Council for Accreditation of Teacher Education,
   Dean Marion R. Trabue, The Pennsylvania State College, President-Elect, AACTE.
   American Association for Health, Physical Education and Recreation, Carl L. Nordly, George F. Anderson
   American Public Health Association - Ruth E. Grout
   American School Health Association - H. F. Kilander
   The Athletic Institute - David K. Brace
   College Physical Education Association - William F. Meredith
   National Association of Physical Education for College Women - Laura Huelster
   Society of State Directors of Health, Physical Education and Recreation

4. Revision of Committee Operating Code
   The report of a committee to revise the Operating Code - Dorothy Nyswander,
   Sterling S. Winans, William F. Meredith, Chairman, was presented and the revision adopted.

5. Personnel for Service on AACTE Visitation Teams
   The file of specialists has been set up in the office of the AAHPER in

Washington with a duplicate file in Room 204 Hutchinson Gymnasium, the University of Pennsylvania. Five hundred ninety three (593) men and women recommended by the State Director or other selected people in the forty-eight states were contacted and acceptances received from three hundred eighty (380) distributed as follows:

Alabama	10	(11)	Nebraska	2	(5)
Arizona	5	(8)	Nevada	1	(3)
Arkansas	0	(2)	New Hampshire	3	(8)
California	30	(41)	New Jersey	6	(7)
Colorado	4	(10)	New Mexico	2	(3)
Connecticut	4	(9)	New York	28	(34)
Delaware	5	(7)	North Carolina	12	(15)
Florida	8	(10)	North Dakota	9	(15)
Georgia	6	(10)	Ohio	18	(24)
Idaho	4	(6)	Oklahoma	1	(7)
Illinois	13	(16)	Oregon	12	(18)
Indiana	11	(16)	Pennsylvania	18	(22)
Iowa	5	(14)	Rhode Island	7	(10)
Kansas	4	(8)	South Carolina	4	(11)
Kentucky	13	(7)	South Dakota	1	(2)
Louisiana	11	(6)	Tennessee	14	(20)
Maine	4	(5)	Texas	11	(14)
Maryland	9	(13)	Utah	7	(7)
Massachusetts	15	(26)	Vermont	6	(9)
Michigan	11	(14)	Virginia	6	(7)
Minnesota	13	(14)	Washington	10	(13)
Mississippi	6	(12)	West Virginia	2	(10)
Missouri	2	(10)	Wisconsin	17	(43)
Montana	7	(10)	Wyoming	0	(1)

( ) = Number contacted.

George F. Anderson, Assistant Executive Secretary, AAHPER, in charge of the file in Washington reports (12-2-53) that his office "has had eleven (11) requests from institutions to include a specialist in our field on the AACTE Visitation Committees. One institution cancelled its request just before the visitation, although the specialist's services had been secured. Eight of the visitations have been made and the two others are scheduled for early December. We have used twelve (12) people in all and the cards have been a life-saver in securing the people. Only one person has turned down an invitation to participate, and that was on the basis of previous commitments rather than an unwillingness to serve.

"We have been very fortunate in regard to expenses and I think in all cases to date at least part or all of the expenses of the specialists in our area have been paid by the institution visited. Dr. Pomeroy (of the AACTE) has been very good about encouraging institutions to pay the expenses of specialists and they usually contribute if they can.

"Dr. Pomeroy informed me that our schedules are being more widely used than any of the other special areas . . . . . ."

AACTE visitations to date:
University of Connecticut - Carl L. Nordly
State Teachers College, Slippery Rock, Pa. - J. B. Nash
University of Texas, - Joy Kistler
State Teachers College, Lock Haven, Pa. - George Douchat
Springfield College, - George Von Bibber, Harlan Metcalf
Wayne University - Harry A. Scott
University of Kentucky - Karl Bookwalter
University of Utah - David Bartelma
State Teachers College, Kirksville, Mo., - George F. Anderson
University of Minnesota - Leon Krang

The next meeting of the Committee will be held in connection with the Convention of AAHPER in New York City, April 18-23, 1954.

Respectfully submitted,

William F. Meredith, Representative

REPORT OF
JOINT COMMITTEE ON PHYSICAL EDUCATION AND ATHLETICS

The Joint Committee on Physical Education and Athletics was appointed and activated in 1945.

The committee is made up of three members, each from the N.C.A.A., C.P.E.A. and the A.A.H.P.E.R.

The committee studies, discusses, and makes recommendations on problems of mutual interest in the fields of Physical Education and Athletics for Men.

The committee formulates plans for the distribution of factual information of national interest pertaining to physical education and athletics.

The annual meeting of the committee was held in the Celtic Room, Sherman Hotel, Chicago, December 29, 1953.

The following members were present: Marshall Turner (C.P.E.A; J. H. Nichols (C.P.E.A.); Delbert Oberteuffer (C.P.E.A.); H. G. Danford (N.C.A.A.); and T. E. McDonough (A.A.H.P.E.R.), Chairman.

Absentees were: Dudley DeGroot (A.A.H.P.E.R.); A. A. Esslinger (A.A.-H.P.E.R.); C. M. Farrington (N.C.A.A.); and P. M. Brechler (N.C.A.A.)

Financial Report: The chairman reported that there was a balance of $120.05 in the Fulton National Bank in Atlanta, Georgia. Only money spent during the past year was $3.73 for incidentals.

American Council on Education: A committee made up of T. E. McDonough, Harry Scott and Carl Troester, met with three members of the Commission on Accreditation of Service Experiences, American Council on Education in September, 1953. As a result of this meeting, the Commission's 1951 recommendation "that basic or recruit training be accepted as meeting the requirements in Physical Education, Hygiene and Military Training at the freshman and sophomore level"..... was modified.

On October 26, 1953, the Commission on The Accreditation of Service Experiences unanimously adopted the following statement:

1. The Commission recommends no high school academic credit for basic or recruit training. It is recommended, however, that the physical education experiences during military service of at least six months be accepted in lieu of the mandatory high school requirement of physical education or hygiene and health education.

2. The Commission recommends that military service, including the completion of basic and recruit training be accepted as meeting the requirements in military training at the freshman or sophomore level and that in case a school or college normally grants credit for collegiate level courses in this area, similar credit be granted for such service training.

3. The Commission recommends that the veteran's total military service experiences in the area of physical education and hygiene be considered as meeting the physical education and hygiene requirements on the freshman and sophomore collegiate levels provided that the applicant's military service was of at least six months duration. It also recommends that where the institution normally grants credit for collegiate courses in these areas, appropriate credit be granted for such service experience.

Members of the committee intimated that it would be well to further our relations with the A.C.E. and to seek their counsel in matters pertaining to Accreditation in our areas.

Joint Committee Charter: The charter will be studied by the committee and revised during the coming year.

Proposals by Executive Secretary of the N.C.A.A.: Walter Byers, Executive Secretary of the N.C.A.A., in a letter to the chairman, suggested that the committee:

(a) take steps toward improving the preparation of men for athletic administration, and

(b) improve the opinions of the public relative to physical education courses as "snap" courses for athletes.

Members of the committee discussed at some length the following suggestions:

1. Let's locate the six or eight journals most likely to be read by college administrators, deans, and other faculty members of administrative importance.

2. Let's locate six writers in the field of physical education who can write stories for these magazines relative to the basic principles of administration applied to athletics, relative to the preparation of athletic coaches and other cogent matters.

3. Let's encourage these writers to prepare an article or so a year for submission to these magazines so that such journals as may be found under (a) above will be tempted to publish material which will do something by way of cultivating an improved understanding of our problems on the part of college administrators. We might very well tap such journals as School and Society, the Journal of Higher Education, The American School Board Journal, etc.

No specific suggestion was made in regard to so-called "snap" courses.

The chairman was instructed to study the projects and if found feasible to take the leadership in furthering and implementing them.

Respectfully submitted,

Thos. E. McDonough, Chairman

REPORT OF REPRESENTATIVE TO AMERICAN ASSOCIATION FOR COLLEGES OF TEACHER EDUCATION

Mr. President and Members of the C.P.E.A.:

This is not a Committee Report or a report of an official representative of the Association. President Mitchell has requested me to speak to you briefly about the American Association of Colleges for Teacher Education and a Committee which has been working in close relationship with that Association. The American Association of Colleges for Teacher Education is an organization with institutional membership. A Coordinating Committee on Collegiate Problems of Teacher Education, representative of several professional organizations, has been functioning since 1949. The Secretary of the Committee is also Secretary of the AACTE. The Committee usually meets at the time of the February AACTE meetings and during the fall. Thus, the Committee has a liaison with the AACTE. This has resulted in the approval and usage by the AACTE of evaluative criteria for professional preparation in health education, physical education and recreation and also joint professional meetings of deans and college presidents with personnel in health education, physical education and recreation. The College Physical Education Association through its Committees on Resolutions and Teacher Education in this and previous years and through the Executive Council this year already has taken action indicative of its desire to cooperate with both the AACTE and the Coordinating Committee on Collegiate Problems of Teacher Education in matters pertaining to the upgrading of professional preparation.

Carl L. Nordly

REPORT OF
CONSTITUTION REVISION COMMITTEE

As Chairman of the President's Committee on Constitution Revision, I have the pleasure to move:

1. That the Secretary-Treasurer be instructed to reproduce the draft revision and transmit same to the membership not later than June 1, 1954.

2. That a covering letter urge the membership to review the draft and send comments to the Secretary-Treasurer not later than September 1, 1954.

3. That the President of C.P.E.A. appoint a constitution revision committee to revise the draft in view of comments received from the membership.

4. That a revised draft of the Constitution and By-Laws be mailed to each member of C.P.E.A. by November 1, 1954.

5. That C.P.E.A. take official action on the revised edition of the Constitution and By-Laws at the regular business meeting of C.P.E.A. in the December, 1954 as provided in the present Constitution, Article V, Section 1, and the present By-Laws, Article VII, Section 1.

Respectfully submitted

L. C. Adams
C. J. Alderson
R. O. Duncan
King McCrystal
C. V. Langton
R. E. Jamerson
C. L. Brownell, Chairman

REPORT: COMMITTEE OF DISTRICT ASSOCIATIONS

In the winter of 1950-51 a proposal was made by E. C. Davis of the University of Southern California that the membership of the Association living and working on the West Coast be permitted to form a Western District. Davis, at the suggestoin of the President, polled his colleagues on the West and received returns favoring the formation of such a division.

The Executive Council considered the proposal at its meeting in 1950, and through later correspondence. The decision was to study the matter further, but to recommend no immediate action.

President Elmer D. Mitchell appointed the present Committee to study anew the problem of district organizations within the College Physical Education Association and to report at the 1953 meeting.

The Committee members have made suggestions as to the handling of the problem but no conclusive agreement can be reported for the Committee as whole unless it is the desire to move with care in this matter.

Suggestions made include a biennial national meeting alternating with the district meetings; apportionment of dues between national and district organizations; establishment of some representative assembly procedure; a study of college teacher populations in various parts of the country: Proceedings to serve both national and district associations.

Your Chairman has been associated with the proposals and deliberations on the district organization idea since its inception, and submits the following plan for consideration. The plan should have been submitted to the Committee members first but it was not possible to do so. The Committee members may have an opportunity to review the matter before the Executive Council and Annual Business meetings and to react it.

The history of the College Physical Education Association has been highlighted by a unity and commoness of purpose that have made it possible for a small organization with very limited financial resources to influence most favorably the scholarly advancement of the fields of knowledge in which it works. The individual member has served willingly in any capacity he could in this growth and in return has reaped rich rewards in professional knowledge and stimulation from his associates.

In the face of an increasing membership the College Physical Education Association has maintained the historic spirit in the modern setting. The desire of some to develop special interest groups within the Association has been guided into service and interest in the whole organization. Program responsibilities and committee memberships have brought newer members into the team with members of longer standing.

The annual meeting has been the climax of the Association's activities and is the event which most of the members hope to be able to attend. In fact, the membership feels generally, that attendance at the annual meeting is a professional necessity.

Two increases have posed a problem new to this organization. One is the growth in number of members; the other is the considerably greater cost to the members who must travel for a long distance to attend the meetings. The result has been the growing demand from those who are members but

who live on the West coast for an opportunity to meet in their local area as a body of the College Physical Education Association.

With these facts in mind, your Chairman presents the following materials for your consideration. If it is deemed desirable to move toward recommending the organization of a district, points given here may supply the basis for the resolution. May it be stated at the start that the simplest arrangement possible consistent with the Constitution and By-laws of the College Physical Education Association should be adopted.

I. The intent of any district organization is to increase the unity and effectiveness of the College Physical Education Association through making it possible for the local units to develop and grow as a part of the national body.

The growth of the National body as well as of the individual members is the ultimate value sought through the district organization.

II. It shall be permissible for members conveniently located geographically to form a district organization for the purpose of fulfilling the objective (Article II of the Constitution) of the College Physical Education Association.

III. The nature of the local organization shall be determined by the group concerned except that no stated purpose, regulation or by-law of the district unit shall be in disagreement with the letter or the spirit of the Constitution and By-laws of the National body.

IV. Membership in the National Organization shall be a requisite for membership in the district unit.

V. District organizations may charge nominal dues to support their activities as agreed upon by its membership.

VI. District meetings shall not conflict in time or place with the national meetings.

VII. No provision shall be made nor implied for representation by districts to the national body. The Constitution and By-laws provide the procedure by which each member may take part in the legislative actions of the organization whether he attends the national meeting or not. Furthermore, it is provided that a relatively small segment of the organization can cause a meeting to be convened for purpose. To encourage district representative machinery now would seem to start on the road to removing many of the members one step further from active participation in the national body. Certainly the total membership is not large enough at present to require such an innovation.

VIII. It would seem that the Proceedings should carry at present only the materials from the national meetings. Ultimately, if the district organization should flourish, papers approved for publication by an Editor, or the Executive Council, or some newly created body could be included in the Proceedings.

Respectfully submitted,

Glenn W. Howard, Chairman
Committee on District Associations

Addendum:

As one member of the Association I would oppose at present the proposal to meet biennially.

REPORT OF THE COMMITTEE ON OPERATING CODES

The Committee on Operating Codes has quite carefully examined the codes of each of the standing committees of the College Physical Education Association.

It is recommended that the Committee on Operating Codes be continued for another year either with the present personnel or changed as the president might see fit in order to carry out the following plan:

1. It is the concensus of opinion reached through correspondence and discussion with several members of the Committee that the Committee prepare a sample code.

2. This sample code should then be sent to the chairmen of each of the standing committees with the request that they endeavor to rewrite the code of their committee in keeping with the sample.

3. Upon receipt of the rewritten codes, the Chairman of the Committee on Operating Codes will then ask a member of the Committee on Constitutional Revision to check each code to see that it is in keeping with the constitutional revision.

Respectfully submitted,

L. C. Adams
George Anderson
Fred Holter
J. H. McCulloch
Harry A. Scott
Lewis A. Hess, Chairman

REPORT OF COMMITTEE ON POLICIES
COLLEGE PHYSICAL EDUCATION ASSOCIATION

The object of the College Physical Education Association, as stated in the Constitution, shall be the advancement of health, physical education and recreation in institutions of higher learning.

Unquestionably, there are numerous ways by which this goal might be accomplished by a professional organization such as ours. For example, one way might be for the Society to work directly with administration officers and boards of control of colleges and universities in an attempt to gain adherence to Association-established policies, somewhat in the manner practiced by the voluntary accrediting associations. Examples of professional organizations working directly with the administration of institutions of higher learning are the American Medical Association and the American Association of University Professors.

Another way by which health, physical education and recreation might be advanced in colleges and universities is by working directly with teachers and administrators in the field in an effort to improve the quality and scope of curriculum and teaching.

Your committee feels that this latter method--the grass roots approach--is not only superior to the former in achieving the goals of the Association, but is also in keeping with the traditional practices of our organization. Your committee recommends, therefore, that in determining guides for action in the Association, all policies should be weighed in terms of the direct effect they will have upon the development of superior teachers, leaders, and administrators in the fields of college health education, physical education, and recreation. It is in this context that the following recommendations for action are made.

RECOMMENDATIONS

Your Committee on Policies recommends for consideration by Executive Council, (1) the establishment of a policy book.

The Policy Book

A policy book is a cumulative document which contains all current policies formally adopted by the association to govern its affairs. For the purposes of our Association, a policy may be defined as a settled course of action to be followed in conducting the affairs of the organization.

In many cases, the provisions of the Constitution and By-Laws of the Association are not definitive. These provisions are implemented into action through the medium of policies and procedures. These policies and procedures tend to give continuity and uniformity to Association activities over a considerable period of time, irrespective of the changes that occur continuously among its officers and members. It is also through the medium of policies and procedures that the Association gears itself to the fluctuations of the times.

The secretary of the Association shall be responsible for the maintenance of the policy book. He shall make its content available to officers and members whenever the need arises for information concerning the established policies and procedures governing the operation of the affairs of the organization.

The need for new policies or for changes in those in force arises from many sources. Before the Secretary is directed to include new policies in the policy book or to revise or delete those previously established, however, they shall first be approved by Association members at a regularly scheduled business meeting at the annual convention. Action on policies may be taken at any regular business meeting of the Association without the necessity of prior notice.

PROPOSED POLICIES TO BE CONSIDERED FOR ADOPTION

Policy:

The College Physical Education Association shall engage in activities looking toward the promotion of research designed to improve the quality and scope of programs of college health education, physical education, and recreation through (1) research activities of Association committees; (2) Association approved studies by selected graduate students in colleges and universities; (3) collaboration with other organizations conducting research programs; (4) reporting of research at the regular meetings and in the publications of the Association; and (5) serving as a clearing house for research in college health education, physical education, and recreation.

The College Physical Education Association shall cooperate with other professional societies in the formulation of educational standards and in recommending them to colleges and universities for the development and control of programs of health education, physical education and recreation, including intercollegiate athletics.

Policy:

The primary purpose of the regular meetings of the Association shall be to provide the largest number of members with opportunities to discuss the major areas of the college program of health education, physical education, and recreation.

These meetings shall be planned so as to include wide participation among members. The deliberations of the meetings shall be disseminated through the published proceedings and through reports covering such special projects as may be authorized by the Association.

All publications of the Association shall be carefully edited to make certain that they represent a high quality of scholarship and follow approved methods of conducting and reporting educational research.

Advertising or other extraneous material shall not be accepted for publication in the literature of the Association.

Policy:

The dates of the annual meeting shall be selected so as to make possible

the maximum attendance by the members of the Association.

To equalize, over a period of years, the distance traveled to meetings by members of the Association residing in the various sections of the country, the principle of periodic rotation among cities shall be given consideration in the selection of the site for the annual convention.

Policy:

The Association shall not serve as an accrediting agency to evaluate specific programs of health education, physical education or recreation in individual colleges.

The Association shall not involve itself directly in activities concerning the relationship of a particular college to its employees in such matters as employment, promotion, tenure, dismissal or academic freedom.

It is recommended that a Standing Committee on Policies, working with the Executive Secretary, codify existing policies and enter them in a Policy Book.

Respectfully submitted,

H. B. Hunsaker
A. W. Marsh
L. L. Messersmith
Jack Hewitt
J. B. Shaw
H. A. Scott, Chairman

STATEMENT AND RESOLUTION OF THE PUBLIC RELATIONS COMMITTEE: COLLEGE PHYSICAL EDUCATION ASSOCIATION

We, the members of the College Physical Education Association, recognize our obligation to the public to present certain facts in the public interest for their consideration and action. Therefore,we wish to point out:

1. The lack of a national constructive policy in the administration of athletic sports in our colleges and universities.

2. The occasional lowering of academic standards for the admission and retention of athletes and the occasional falsification of academic records.

3. The present practice of making verbal and written offers of scholarships which has created a "national auction block" where there is competition for the paid services of athletes.

We offer our services, individually and collectively:

To help preserve the amateur status of athletics and to carry out a program which will fulfill the proper functions of physical education in American colleges and universities.

WHEREAS, support of education at all levels depends upon the confidence placed in it by citizens, including alumni, parents and taxpayers, and

WHEREAS, physical education in all of its phases, including intercollegiate athletics, can, if administered properly, exert a marked influence for good in the education of young people of college age, and

WHEREAS, recent questionable procedures on the part of some colleges and universities has cast doubt in the minds of many citizens, parents and taxpayers as to the integrity of purpose of the entire program of higher education in America, --

THEREFORE BE IT RESOLVED:

THAT the CPEA in cooperation with other agencies, strive to establish new policies and standards that will alleviate the practices heretofore mentioned, which may be detrimental to the best interests of college athletics.

THAT the CPEA empower its Public Relations Committee to give this resolution appropriate study and publicity in order to help bring about those changes which will assure physical education its proper educational setting, thus developing a sense of character, ethics and morality in dealing with students.

BE IT FURTHER RESOLVED:

THAT the CPEA exert its influence in exploring the unique possibilities of athletic sports in creating international friendliness, understanding, and good will; and thereupon lend its support to such programs of international sports competitions, festivals, exhibitions, conferences, exchanges of faculty and students, and exchanges of films and literature as will best serve these idealistic purposes.

REPORT OF COMMITTEE ON PUBLIC RELATIONS

The Nature of Public Relations

1. Definition:
   a. "Good conduct and getting credit for it"[1]
   b. "Sum total of contacts, attitudes, impressions, and opinions that constitute the relationship between the institution and the public." [2]
   c. "Educational Public Relations, which ultimately aims to improve the quality of education through increased public support, should be a cooperative, two-way process designed to create mutuality of interest, favorable human relationships, and increased public understanding of the value of education."[3]

2. Many institutional activities have public relation aspects:
   - sound programs help to enlist support of administration, faculty students
   - questionable methods produce negative results
   - sustained cordial relations promote efficiency, give status to the program.

3. Three steps are required to develop a program:
   - survey identifies public, discloses attitudes
   - appraisal involves candid analysis of present programs and practices
   - correction attacks the weaknesses disclosed.

A. Survey of "public" attitudes

In any college or university situation the "public" consists of the administration, the faculty, the students, the community, and the parents.

Among the techniques that might be used to discover opinions are:

1) Informal sampling. Attitudes can be discovered through conversations, discussions and interviews.
2) Formal opinion polls. Polls provide greater accuracy and more complete coverage than informal sampling but require special skills in devising the ballot form, in framing questions, and in conducting interviews.

---

[1] National Recreation Association, The ABC's of Public Relations for Recreation, p. 3.

[2] Institute of Local and State Government, University of Pennsylvania, Brief Series MPR Number 1, p. 1.

[3] M. M. Mackenzie, Letter, October 9, 1953.

B. Appraisal of present programs and practices.

Survey of attitudes should be accompanied or followed by candid, systematic analysis of the aims, objectives, policies and procedures, and programs. The survey discloses the unfavorable attitudes that exist; appraisal tells why they exist and what can be done to change them. Unfavorable opinion indicates that a program should be subjected to detailed scrutiny.

C. Correction of defects. Once survey and appraisal have disclosed the existence and causes of unfavorable attitudes, the next step is to correct or eliminate the practices which are responsible, particularly those which are easily remediable. Those concerned must be willing to change policies and programs insofar as such changes do not compromise the fundamentals of sound educational and administrative practices.

Neither public attitudes nor educational practices stand still. A sound public relations program make provision for periodic resurvey and reappraisal.

PUBLIC RELATIONS MEDIA

1. We have a responsibility to keep our "public" informed
   - relations are best when public is informed
   - well conceived publicity program employs a variety of media

2. The program itself is an important factor in public relations
   - well planned and well conducted programs bring satisfaction to participants
   - adequate facilities, good housekeeping practices add to the satisfaction
   - accessibility of administration and instructors, and courteous and impartial treatment contribute to satisfaction

3. Campus and local newspapers are an important channel of communication
   - cooperation is key to cordial press relations
   - our personnel should be familiar with the policies and mechanics of campus and local papers.
   - in dealing with the press we should be accessible, frank, accurate, impartial, helpful.

4. Public speaking and radio and television afford many publicity opportunities
   - addresses can highlight programs and policies
   - programs must have "listener appeal"
   - faculty, student, alumni groups, service organizations, etc., offer golden opportunities

5. Other media have advantages for specific purposes
   - handbooks explain policies and procedures
   - exhibits, posters focus "public" attention
   - films tell story of progress dramatically.

COMMITTEE ON PUBLIC RELATIONS
SUGGESTED OBJECTIVES FOR COMMITTEE ON PUBLIC RELATIONS

Some suggested aims and objectives of Physical Education in Colleges and Universities:

1. To help the student learn skills and develop coordinations in the activities of the program.

Skills and coordinations of the games in the program are basic and should be learned by the student so that he can get the greatest satisfaction from participation.

2. To help the student develop proper attitudes toward physical education in a broad sense.

Each student should be helped to understand why physical education is required, why he should be physically educated, and what part physical education plays in developing the "whole" individual.

3. To help the student develop knowledges and appreciations of the games and sports in the program.

Knowledge of the rules of the game, and knowledge of some interesting facts about the game are necessary for the student to appreciate the game and have even more than a playing interest in it.

4. To help the student maintain a state of physical fitness that will enable him to participate in the activities of the program with success and satisfaction.

Strength and endurance are necessary to participate in a program of physical activities. Each student should be helped to attain and maintain that amount which will enable him to participate successfully.

5. To help the student develop an appreciation of the importance of maintaining a sound level of physical fitness at all times.

Physical fitness is important in life at all times. The student should be impressed through his experiences now, as to how he should "keep in shape" after graduation.

6. To help the student develop a sense of cooperation and leadership.

Opportunities to lead and be lead should be provided in the activities of the program so that the democratic way of life is made real.

7. To help the student develop a life-long interest in physical recreation.

Through the experiences provided in the program and the instructors' leadership the student should find some activity or activities which he enjoys participating in now and will continue to enjoy after graduation.

8. To contribute to the student's mental health by trying to make each class an enjoyable and fruitful experience.

The student should find relaxation from strains and worries and forget himself through enjoyable experiences in physical education.

AIMS AND OBJECTIVES

1. To constantly improve its program - to make it one that will help in the development of all college students, from the standpoint of health, recreational interests and skills, citizenship qualities, and social adjustment.

2. To secure better facilities to carry out the aims and objectives of a modern and efficient physical education program.

3. To secure and prepare better teachers to carry out this work.

4. To establish helpful cooperative relationships with other college departments; and with the community.

5. To establish improved cooperative relationships within its own Department; i.e., among its constituent units of Health, Physical Education, Recreation, and with closely related units such as Intercollegiate Athletics, Safety Education, and Camping and Outdoor Education.

6. To constantly restudy its goals so that the aims and objectives of the program can be sufficiently flexible to be adapted to changing situations and needs.

7. To discover instruments of validity to test, measure, and intelligently explain the results of college physical education programs.

8. To secure proper academic recognition of physical education staff members; a status based on meeting the standards of appointment and advancement set up for the faculty as a whole.

9. To secure academic credit for work done in physical education classes. This goal assumes that physical education courses have considerable academic as well as activity (laboratory) content. It assumes that health knowledge, sports knowledge and skills, safety knowledge, understanding of the place of sports in the community and in American culture, and the cultivation of wholesome and lasting recreational interests have curricular value.

10. To secure admission recognition for academic credits received for physical education work in high schools.

11. To standardize practices in physical education over the country so that programs on the college level have some identity with each other. Such standardization does not necessarily mean loss of flexibility or adaptation of individual programs but there should be some distinguishable, underlying content that is foundational to all approved physical education programs.

12. To work with other organizations having similar interests toward the building up of improved international relationships through the media of exchanges of sports competitions, sports conferences, physical education literature, lectures, and students.

13. To keep pace with developments in new methods of instruction as exemplified by audio-visual aids, particularly television.

14. To work with those educational and civic groups which are concerned with the removal of undue commercialization, proselyting of athletes, and unethical practices as they exist today in the institution of intercollegiate athletics.

15. To promote an effective public relations program.

16. To provide leadership and research data for public school teachers who are involved in controversial issues on their school levels.

APPRAISAL - ACHIEVEMENTS

1. Physical education has developed into an accepted department in institutions of higher learning.

2. A national association has been established to provide contacts between physical education departments over the country and to give direction to their work.

3. The programs of physical education for students have developed from a limited formal program to a wide all-inclusive, selective program including a wide range of team, dual, individual, and informal outing activities.

4. The programs have broadened their emphasis to include instruction in sports for future, life-long use as well as those that are of immediate interest.

5. The programs have included cultural content, showing the place of sports in our modern society, from the standpoint of historical, social, economic, and political significance. Spectator understanding as well as player understanding is featured.

6. Attractive intramural programs of sports have been built up to add to the colleges recreational offerings for its students.

7. Interrelationships have been established by the physical education department with the health, athletic, recreation, safety, camping, and guidance programs of the college and the community. Cooperation has been established with research programs of YMCA'S recreation centers, and industries. Extension services have been provided for visitations of public schools and for in-service preparation of teachers.

8. Teacher-education curriculums have been developed to prepare leaders in the fields of Health, Physical Education, and Recreation; and frequently also in the fields of Safety Education and Camping. These curriculums have grown over the years from two-year programs to four year undergraduate programs; then to Master's degree programs; and today to advanced programs on the Doctoral level.

9. Facilities to develop the programs above outlined have been secured. Most colleges now have modernized gymnasium, athletic fields, and swimming pools.

10. Certain standards have been developed to guide the work of the CPEA. As an example, mention is made of the Operating Codes that were developed last year to guide the work of the many association committees.

11. The Departments of Physical Education have been developing research experts and research laboratories to carry on scientific studies within their scope. They are increasingly becoming less dependent on other departments of the University to secure scientific evidence on physical education programs. At the same time they are establishing cooperative relationships with other departments of the campus and undertaking joint research projects.

12. Physical education has made progress in having its staff members accepted as members of the academic faculty, with comparable privileges of rank, tenure, and retirement.

13. A considerable body of professional literature had been produced, and also many films of technical nature in health education and in motor learning in sports.

APPRAISAL—DEFICIENCIES OR OBSTACLES

1. Lack (in many colleges) of academic credit for physical education courses.

2. Lack (in many colleges) of academic status for physical education instructors.

3. Lack (in many colleges) of academic respectability. A course in Athletics in Ancient Greek Culture, offered by a faculty member in the Classical Department is acceptable for academic credit but not a course in Athletics in American Culture offered by a physical educator.

4. The too frequent substitution of Military Training for required Physical Education. This is common in non-grant military colleges where the college desires a military unit but has to offer inducements to obtain the necessary quota of students.

5. The substitution of band membership for required physical education. This need not be serious from the standpoint of exercise, as band members today have to practice long, intricate drills five days a week and then perform on Saturdays during the football season. It is suggested that Marching Drills and Formations be listed as a selective activity during the fall season and that the student report to the Physical Department and select another activity when the football season is over.

6. Confusion relating to administration. Where does the department best belong: as a separate Department; as a sub-Department of the School of Education; as separate or allied with Intercollegiate Athletics; as separate with the exception of having the Teacher Education program administered through the School of Education.

7. Confusion within the Department as to the proper allocation of authority

to Physical Education, Health, and Recreation. Should any one of these divisions be dominant, or should they have equal ranking under an all-inclusive departmental name? Or should each Division be administered separately as a separate unit?

8. Confusion of the public as to what is a modern program of physical education - what are present-day goals, present-day aims and objectives, present-day programs, present-day standards. The older members of the public are apt to think of physical education as the old-fashioned gymnastic exercises which they had to undergo when in school; the uninformed public confuses physical education with intercollegiate athletics. From the last standpoint, the evils that have developed in the intercollegiate system are apt to be blamed upon physical education as such.

9. Confusion in program. The wide diversity of programs over the country--too often left to the choice of the individual instructor - confuses the educational administrator as to what physical education really is. Is it basketball, calisthenics, apparatus work, swimming, corrective work, or what not?

10. Lack of sequential programs. Too many college programs repeat what the student has had in high school. There is lack of knowledge on what should constitute proper accomplishment during a semester's time. There should be advanced instruction if a student selects the same activity a second time. If so, for example, it should be instructional basketball, not just playing basketball.

11. Lack of a standardized testing and measurement program so that colleges can evaluate their own required programs in the light of nationally accepted norms of achievement.

12. Difficulty of getting grants for research. Practically all of the present researches in physical education have to be done by a staff member during his leisure hours. There is no money available for the help needed to carry on researches and tabulate results. One reason is that it is more difficult to secure research grants for problems in the social sciences than with laboratory sciences. Results take much longer to secure when dealing with human behavior. Also, physical education, being one of the newest subjects in the college curriculum competes at a disadvantage with the older, established sciences.

13. Difficulty in getting functional teaching. The sciences that form the basic structure of physical education knowledge (anatomy, physiology, chemistry, biology, physics, anthropology, etc.) are taught in this respective departments and are not applied to their uses in physical education activity programs. They are taught from the standpoint of the generalized interests of the students in those classes rather than the specialized interests of students who are in other departments. The same situation applies to Recreation. The students preparing to be Recreation leaders or Camp Counsellors get excellent preparation in physical recreation, but it is almost impossible to get the assistance from Departments of Music, Dramatics, Forestry, etc. for the knowledge they will need in music programs in recreation or in identification of birds and

trees. Should efforts be made to get these Departments to make the preparation for students of recreation more functional and practical or should the Departments of Physical Education, with already limited help, strive to develop instructors for these needs among their own ranks. Now it is "in-service" preparation after graduates are on the job that supplies the best instruction in these types of activities.

14. Poor teaching on the part of athletic coaches who are entrusted with physical education classes, and who, because of pressure to win, consider their teaching as a secondary responsibility.

15. Difficulty of getting publicity for the physical education program. The Department's work is so overshadowed by the more spectacular happenings of the varsity athletic games that it is difficult to get reporters to see news value in the classes of physical education, researches, or intramural games. Only occasionally some feature stories attract enough attention to get into print in other than our own professional journals.

16. Lack of audio-visual aids for promotional work within and without the profession.

OBJECTIVES FOR THE COMMITTEE ON PUBLIC RELATIONS

1. The CPEA should avail itself of the consultant service of the American College Public Relations Association in organizing sports public relations.

2. Create within the membership of the Association, an understanding of the scope, purpose and function of a broadly conceived program of public relations.

3. Deliberate efforts should be made to develop appreciation and understanding of physical education among students, educators and laymen.

4. Public opinion research should be conducted to ascertain the level of public understanding of college physical education.

5. Representatives of the various lay publics should be encouraged to study the problems confronting the physical education program and to make recommendations for their solution.

6. Consider television as a means of increasing public interest in games and sports. The cooperation of commercial television stations should be enlisted to serve this end.

7. Seek to utilize the influence which sportswriters and sportscasters have with sport fans for creating understanding about physical education. A long range educational program should be organized to enlighten sportswriters and sportscasters about the educational values of competitive sports.

8. Conduct Press-Physical Education conferences for the purpose of creating mutuality of understanding.

9. Publicize new and promising education practices in the field of physical education.

10. Assist college departments of physical education in cooperating in conducting research and in pooling and sharing ideas. Regional study groups will facilitate cooperation.

11. Assist college departments of physical education in working co-operatively with school authorities to provide articulation between school and college programs of physical education.

12. Prepare films and publications describing the profession to students and high school guidance counselors for the purpose of recruiting abler students.

13. Assist teacher preparation institutions in preparing prospective physical education teachers and leaders to assume their public relations responsibilities.

14. Make provision for Audio-Visual Promotional Aids. That this type of film is needed to show our work outside of our own group; that is, to superintendents, college deans, and other administrative officials, to PTA's to service clubs, and to other public minded groups.

Respectfully submitted

W. F. Meredith, Chairman

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION
REPORT OF THE COLLEGE PHYSICAL EDUCATION ASSOCIATION
1953-54

A. Officers and Executive Committee

William F. Meredith, President	University of Pennsylvania
Seward C. Staley, Vice-President	University of Illinois
Richard E. Jamerson, Sec'y.-Treas.	University of North Carolina
Elmer D. Mitchell, Past-President	University of Michigan
Fred. J. Holter, Past-President	University of West Virginia

B. Accomplishments for 1953

1. The fifty-seventh Annual Meeting of the Association, held in Chicago, Illinois, December 28-29 was attended by 185 members. The variety and content of the program was excellent.
2. The 1954 convention will be held December 28-29 in New York City.
3. Dr. S. C. Staley gave his final report on the Association sponsored "Survey of the Status of College Men Physical Education Personnel". A summary will appear in the Proceedings of the Association. Copies of the detailed report may be obtained from Dr. Staley.
4. The Association voted to serve as one of the sponsoring agencies of the College Conference on Hygiene to be held in New York. Dr. L. C. Adams was designated as official delegate to the conference.
5. The Joint Committee on Physical Education and Athletics under the able direction of T. E. McDonough reported that the American Council on Education had reconsidered its position regarding granting credit for physical education on the basis of military experiences. They have taken the position that the two are not synomonous and that blanket credit need not be given in physical education for such experiences. This change of position is a distinct gain for our profession and the Association is grateful to its members who have contributed of their time and effort in this direction.
6. The Association plans to compile and edit a Policies Book for the guidance of its officers and members in the conduct of Association affairs.
7. The Association has under study the revision of its Constitution. The Constitution Committee (Dr. C. L. Brownell, chairman) will report the proposed new constitution for adoption at the 1954 meeting.
8. The Association voted to give financial support, when plans are completed, to the proposed Physical Education Film now under consideration by the AAHPER, Athletic Institute and other agencies.
9. The Association continues to work with the American Association of Colleges for Teacher Education toward the establishment of standards for improving the training of physical education personnel.

10. The Association, through its Public Relations Committee, is studying the possibility of a survey relating to the evaluation and place of physical education and athletics in colleges and universities.

Respectfully submitted,

R. E. Jamerson, Representative
to the Council of the AAHPER

COLLEGE PHYSICAL EDUCATION ASSOCIATION
EXECUTIVE COUNCIL MEETING
DECEMBER 28, 1953

Present: E. D. Mitchell, President; W. F. Meredith, Vice-President; R. E. Jamerson, Secretary-Treasurer; T. E. McDonough; C. L. Brownell (at President's request). Absent: F. J. Holter

1. Approved report of the secretary on Association mail vote which was almost unanimous in approving increase in dues from three ($3.00) dollars to five ($5.00) dollars, elimination of membership fee and elimination of letter of recommendation for new members.
2. Approved the Association serving as one of the sponsoring groups for the 4th National Conference on Health in Colleges. Designated Dr. L. C. Adams as Association representative to the conference and approved appropriation of $50.00 toward work of the conference.
3. Approved expenditure of $500.00, to be paid in equal annual amounts over a period of three years, for the production of a physical education film. This film is to be produced by several interested agencies with the approved appropriation becoming effective when final plans for the film are completed.
4. Voted to recommend to the Association that the Secretary-Treasurer be paid three hundred dollars ($300.00) annually for clerical and other services.
5. Directed the President to appoint a committee to study the problem of service awards, honorary membership for past-presidents, and such other forms of special recognition as may be deemed advisable.
6. Approved filing application for representation on the Coordinating Committee on Collegiate Problems of Teacher Education of the American Association of Colleges for Teacher Education.
7. Approved after considerable discussion the report of the Public Relations Committee relative to a resolution proposing action by the Association. The resolution was accepted in principle with the committee being requested to rewrite same subject to the approval of the President.
8. Accepted with appreciation the offer of the Queens College Library to house certain historical documents of the Association.
9. Received the reports of the various committees and approved where necessary. Complete reports appear in the proceedings.
10. Received the report of the constitution revision committee and instructed the secretary to carry out the recommendations of the report if approved by the membership at the business meeting.
11. Received the report on districting with the recommendation that it be accepted as a progress report and that the President appoint a committee to continue study of the problem.
12. Approved the report of the policies committee and instructed the secretary to carry out the recommendation of the report if approved by the membership at the business meeting.

13. Extended appreciation to Dr. T. E. McDonough and the College Committee on Physical Education and Athletics for their fine efforts in behalf of the profession, particularly with respect to their work with the American Council on Education on the problem of physical education credit for military experiences.

Respectfully Submitted

R. E. Jamerson, Secretary

MINUTES OF BUSINESS MEETING

The Fifty-Seventh Annual Meeting of the College Physical Education Association was held in Chicago, Ill. on December 29, 1953. The meeting was called to order by President Elmer D. Mitchell at 3:00 P. M. in the Hotel Sherman. Approximately one hundred and eighty members were present.

The President asked the Secretary to read the minutes of the Executive Council meeting. Mr. T. E. McDonough moved acceptance, second by Mr. D. C. Seaton, passed.

The Treasurer's Report was read. Mr. W. F. Meredith moved acceptance, second by Mr. Marshall Turner, passed.

President Mitchell called for reports as follows: (Discussion comments appear hear, detailed reports of chairman appear elsewhere in the Proceedings).

Construction and Equipment. Don Seaton, Chairman. Mr. Frank Beardon moved acceptance, second by Mr. George Smith, passed.

Curriculum Research. E. C. Davis, Chairman. Report presented by Mr. C. C. Cowell. Mr. Arthur Steinhaus moved acceptance, second by Mr. L. T. Ludwig, passed.

Film Projects. T. P. Bank, Chairman. Report presented by Mr. George Anderson. Mr. George Anderson moved acceptance, second by Mr. Herman Schnell, passed.

Foreign Relations. E. F. Zeigler, Chairman. Mr. Kooman Boycheff moved acceptance, second by Mr. King McCristal, passed.

Intramural Sports. Paul Cieurzo, Chairman. Mr. Carl Nordly moved acceptance, second by Mr. Ernest Smith, passed.

Membership. Lloyd Lux, Chairman. Mr. Dick Jamerson presented the report. Complete information was not available upon certain members of the Association who have retired from teaching and otherwise meet the qualifications for Honorary Membership. The secretary requested approval to complete the collection of such information and with the approval of them embership committee confer honorary status on those entitled to such recognition. Mr. Paul Cieurzo moved acceptance, second by Mr. W. F. Meredith, passed.

Necrology. Fritz Martin, Chairman. The chairman was pleased to report "no report", passed unanimously.

Problems of College Physical Education. L. A. Larson, Chairman. A request was made for an allotment of $ 50.00 to the committee. The request was approved after the Association agreed to abrogate for this instance the policy that requests for financial assistance must be approved by the Executive Council before presentation to the Association. Mr. King McCristal moved acceptance, second by Mr. Harry Scott, passed.

Required Service Program. H. W. Schnell, Chairman. The chairman moved acceptance, second by Mr. Willard Ashbrook, passed.

Teacher Education. E. B. Smith, Chairman. The chairman moved acceptance, second by Mr. Carl Nordly, passed.

Resolutions. E. J. Shea, Chairman. Report presented by Mr. Marshall Turner. Mr. Harry Scott moved acceptance, second by Mr. Willard Ashbrook, passed.

Reports of CPEA Representatives to:

National committee for the Improvement of Professional Preparation. W. F. Meredith, Chairman. The chairman moved acceptance, second by Mr. Fritz Martin, passed.

Council of the AAHPER. R. E. Jamerson, representative. No report.

American Council on Education. T. E. McDonough, representative. Mr. Frank Beardon moved acceptance, second by Mr. Harry Scott, passed.

Armed Services Committee. R. E. Sparks, representative. No report.

College Committee on Physical Education and Athletics. T. E. McDonough, representative. Mr. Lloyd Jones moved acceptance, second by Mr. Robert Kretchmar, passed.

National Health Congress. L. C. Adams, representative. No report.

American Association for Colleges of Teacher Education. Carl Nordly, representative. Mr. Carl Nordly moved acceptance, Mr. Don Seaton

Report of President's Committees:

Constitutional Revision. C. L. Brownell, Chairman. The chairman moved acceptance, second by Mr. T. E. McDonough, passed.

Districting of CPEA. G. W. Howard, Chairman. Report presented by Mr. Tom McDonough. Mr. Marshall Turner moved acceptance, second by Mr. Harry Scott, passed. (with the recommendation that the committee be continued for the purpose of further study of the problem)

Operating Codes. Lewis Hess, Chairman. The chairman moved acceptance of the report with the recommendation that a similar committee be continued, second by Mr. Charles Hixon, passed.

Policies. H. A. Scott, Chairman. The chairman moved acceptance of the report with the recommendation, that a standing committee on Policies be appointed to work with the Executive Secretary to codify existing policies and enter them in a Policy book, second by Mr. Arthur Steinhaus, passed.

Public Relations. W. F. Meredith, Chairman. Report presented by Mr. A. E. Lumley. Comments from Mr. Marshall Turner and Mr. Willard Ashbrook pointed out that the Association had for some time had resolutions vocering the points included in the report. Mr. Don Seaton moved acceptance, second by Mr. W. S. Yeager, passed.

Tests and Measurements. J. W. Kistler, Chairman. The chairman moved acceptance of the report, second by Mr. Don Seaton, passed.

Nominations. C. L. Nordly, Chairman. Mr. Nordly presented the following slate of officers: President, W. F. Meredith; Vice-President, S. C. Staley; Secretary-Treasurer, R. E. Jamerson. Mr. K. C. Oermann moved the nominations close, second by Mr. Robert Kretchmar, passed. Mr. Harry Scott moved acceptance of the report, second by Mr. King McKristal, passed by nuanimous vote.

Business. Retiring President Mitchell turned the business of the Association over to his successor President Meredith. President Meredith after

appropriate comments regarding his new office asked if there was any business to come before the Association. Apparetnly everyone was satisfied since there were no comments from the floor. Mr. Carl Nordly moved that the Association give a rising vote of appreciation to the outgoing President, Elmer D. Mitchell for fine work and leadership during the year. Mr. Harry Scott moved that the meeting adjourn, second by Mr. Lewis Hess, passed unanimously.

TREASURER'S REPORT

December 1, 1952 to December 1, 1953

Balance: December 1, 1952		Cash	839.72
		Reserve	1537.79
			2237.51
INCOME			
Membership Fees and Dues	1520.78		
Registration Fees	8.00		
Banquet Tickets	375.00		
Sale: Proceedings	275.15		
Facilities Book	271.90		
Total Income	2450.83		2450.83
TOTAL INCOME AND RESERVE, December 1, 1953			4828.34
EXPENSES			
Convention Banquet	485.22		
Convention Programs	45.00		
Secretarial Help-Convention	25.00		
Staley Committee	283.50		
American Council on Education	200.00		
Intramural Committee	25.00		
Committee V-Curriculum Research	21.95		
Teacher Education Committee	25.00		
W. F. Meredith	7.00		
G. W. Howard	6.50		
Printing: Stationery, Cards, etc.	78.50		
Stamps	39.00		
Refunds on Dues	10.00		
Office Supplies	17.19		
Printing: Proceedings	1172.57		
Total Expenses	2441.43		2441.43
Total -- Cash and Reserve, December 1, 1953			2386.91
Less Reserve			1537.79
Cash Balance, December 1, 1953			849.12

Respectfully submitted,

R. E. Jamerson
Secretary-Treasurer

ROLL OF MEMBERS - 1954

Corrected to January 1, 1954

ALABAMA

Baughman, W. J., PhD., University of Alabama (1948)
Flowers, H. A., M. A., State Teachers College, Florence (1948)
Salls, D. J., M. A., State Teachers College, Jacksonville (1948)
Sharman, J. R., PhD., University of Alabama (1930)
Watson, E. G., Ed.D., Troy State Teachers College (1952)

ARIZONA

Lavik, R. H., M. A., Arizona State College (1951)

ARKANSAS

Fait, Hollis, PhD., University of Arkansas (1953)
Hendricks, Troy, Ed.D., University of Arkansas (1949)
Morrow, A. H., B. S., Philander Smith College (1954)

CALIFORNIA

Aloia, A. D., M. S., University of Southern California (1949)
Crawford, W. H., Ed.D., University of California, Riverside (1947)
Fredericks, J. W., Ed.D., University of Southern California (1934)
Harder, Theodore, M. A., University of California (1949)
Harkness, W. W., M. A., San Francisco State College (1949)
Hewitt, J. E., Ed.D., University of California, Riverside (1953)
Hollingsworth, C. B., M. A., University of California (1948)
Kasch, F. W., M. S., San Diego State College (1948)
Kaywood, Richard, Ed.D., Santa Barbara College (1949)
LaPorte, W. R., M. A., University of Southern California (1924)
McCormick, H. J., Ed.D., Sacramento State College (1941)
Miller, B. W., PhD., University of California, Los Angeles (1943)
Nixon, J. E., Ed.D., Stanford University (1949)
Pape, L. A., Ed.D., Fresno State College (1949)
Snyder, R. A., Ed.D., University of California, Los Angeles (1946)
Terry, W. L., M. S., San Diego State College (1948)
Richardson, D. E., Ed.D., University of California, Los Angeles (1953)
Toomey, I. F., B. S., University of California (1935)
Trieb, C. F., PhD., Occidental College (1949)
Vandenburgh, W. G., Ed.D., Fresno State College (1952)
Williams, J. F., M. D., Carmel, California (1919) Honorary
Young, C. H., B. S., University of California (1948)
Ziegenfuss, G., M. A., San Diego State College (1947)

COLORADO

Clapp, R. G., M. D., 1200 S. College Avenue, Ft. Collins, Colorado (1906) Honorary
Davis, J. S., Ed.D., Colorado A. and M. College (1954)
Doubenmier, J. S., M. A., Colorado State College of Education (1949)
Vavra, C. G., University of Colorado (1954)
Wedemeyer, R., M. A., University of Denver (1946)

CONNECTICUT

Blesh, T. E., PhD., Yale University (1951)
Field, D. A., PhD., Bridgeport University (1951)
Kiphuth, R. J. H., M. P. E., Yale University (1931)
LoMaglio, P. A., B. S., Hillyer College (1954)
Martin, J. F., A.B., Wesleyan University (1924)
McCurdy, H. G., M. A., Wesleyan University (1925)
McDowell, O. W., M. A., New Haven State Teachers College (1947)
Meyers, C. R., Ed.D., Yale University (1948)
Oosting, R., M. Ed., Trinity College (1927)
Van Bibber, E. G., M. P. E., University of Connecticut (1938)

DELAWARE

Jackson, E. L., M.Ed., Delaware State College (1951)

DISTRICT OF COLUMBIA

Anderson, G. F., Ed.D., AAHPER, 1201 Sixteenth St., N. W. (1953)
Barnes, S. E., B. S., Howard University (1951)
Burr, J. H., M.Ed., Howard University (1935)
Chambers, J. T., M.Ed., Howard University (1952)
Daves, J. H., M. S., Howard University (1954)
Davis, C. W., M. A., Miner Teachers College (1931)
Farrington, Max, M. A., George Washington University (1934)
Hart, T. A., M.S., Howard University (1951)
Johnson, T. F., M. A., Howard University (1948)
Phillips, B. E., PhD., Veterans Administration (1949) Assoc. Member
Troester, C. A. Jr., Ed.D., AAHPER, 1201 Sixteenth St., N. W. (1941)

FLORIDA

Cherry, H. S., A. M., University of Florida (1951)
Danford, H. G., Ed.D., Florida State University (1947)
Gelas, J. M., 1855-40th St., Route 1, Orlando (1926) Honorary
Johnson, C. H., M. A., John B. Stetson University (1949)
Miller, K. D., PhD., Florida State University (1949)
Price, Hartley, PhD., Florida State University (1947)
Salt, E. B., Ed.D., University of Florida (1950)
Schnell, H. W., M.A., University of Florida (1951)
Stanley, D. K., M.Ed., University of Florida (1937)

Staton, W.M., Ed.D., University of Florida (1951)
Thomas, L. J., B. S., Florida N. I. M. (1954)

GEORGIA

Cooper, G. F. Jr., M. A., Emory University (1950)
McDonough, T. E., M. A., Emory University (1937)
Miller, J. J., M.Ed., Emory University (1951)
Seymour, E. W., M.Ed., Emory University (1949)
Smith, E. B., M. A., University of Georgia (1947)

ILLINOIS

Bank, T. P., M. A., The Athletic Institute (1949) Associate Member
Beyer, E. F., M. S., University of Chicago (1949)
Boycheff, Kooman, M. A., University of Chicago (1949)
Breen, J. W., Lake Forest College (1947)
Brissman, L. C., M.Ed., Augustana College (1950)
Chrouser, H. C., M. A., Wheaton College (1954)
Cureton, T. K., PhD., University of Illinois (1929)
Fenstemacher, W. R., M. A., George Williams College (1949)
Florio, A. E., Ed.D., University of Illinois (1948)
Fordham, S. L., B. S., University of Illinois (1948)
Gale, W. S., M. A., Wheaton College (1954)
Gedvilas, L. L., B. S., University of Illinois (1948)
Groves, W. H., PhD., Eastern Illinois College (1953)
Hanson, R. W., M.Ed., West Illinois State Teachers College (1935)
Hein, F. V., PhD., American Medical Association (1948) Associate Member
Hill, E. L., M. A., Illinois State Normal University (1950)
Hubbard, A. W., PhD., University of Illinois (1954)
Jackson, C. O., Ed.D., University of Illinois (1948)
Johnson, R. H., Ed.D., University of Illinois (1948)
Jones, J. O., M. S., University of Illinois, Navy Pier, Chicago (1947)
Kenney, H. E., M. S., University of Illinois (1950)
Keyser, D. B., B. S., 400 Sherwood Rd., La Grange, Ill. (1948)
Knapp, C. G., PhD., University of Illinois (1954)
Kranz, L. G., B. P. E., Northwestern University (1930)
Kristufek, C. J., J. S., University of Chicago (1951)
La Baw, N. L., M. S., Northern Illinois State Teachers College (1954)
Lundeen, V. C., M.Ed., Augustana College (1950)
Masley, J. W., M. A., Eastern Illinois State College (1947)
Merrick, R. D., Ed.D., Southern Illinois University (1954)
Metcalf, T. N., M. A., University of Chicago (1916)
Miller, L. H., B. S., University of Illinois (1948)
Moyle, W. J., B. S., University of Chicago (1954)
Nanovsky, John, Dir. P. E., Eastern Illinois State College (1954)
O'Connor, B. L., Ed.D., Illinois State Normal University (1954)
Reuter, E. R., M. S., University of Illinois (1951)
Robinson, G. F., M. A., Monmouth College (1949)

Seidler, A. H., PhD., University of Illinois (1954)
Shelton, R. E., B. S., University of Illinois (1954)
Stafford, G. T., Ed.D., University of Illinois (1939)
Staley, S. C., PhD., University of Illinois (1926)
Steinhaus, A. H., PhD., George Williams College (1930)
Tighe, J. P., B. S., University of Illinois (1948)
Towner, J. H., B. S., 143 Elm St., Park Forest, Ill. (1948)
Trevor, D. S., M. S., Knox College (1954)
Verson, W. G., B. S., University of Illinois (1950)
Warner, A. P., PhD., DePaul University (1954)

INDIANA

Anderson, J. M., PhD., Purdue University (1948)
Beane, James, M. S., Dir. P. E., St. Joseph College (1950)
Bookwalter, D. W., Ed.D., Indiana University (1938)
Boring, W. J., M. S., University of Indiana (Doctoral Student) (1954)
Cowell, C. C., PhD., Purdue University (1947)
Daugherty, J. B., PhD., Indiana University (1952)
Erdmann, C. P., M. A., DePauw University (1949)
Fallon, T. W., M. A., Notre Dame University (1948)
Fritz, H. G., M. A., Indiana University (1950)
Gingerich, R. L., M. A., Goshen College (1950)
Korsgaard, Robert, Ed.D., Ball State Teachers College (1954)
Lewellen, J. O., Ed.D., Ball State Teachers College (1951)
McCall, R. A., PhD., Ball State Teachers College (1954)
Morton, J. J., B. S., DePauw University (1954)
Napolitano, D. J., M. A., Notre Dame University (1948)
Patty, W. W., PhD., Indiana University (1949)
Scannel, J. A., Ed.D., Notre Dame University (1938)
Struck, R. F., M. S., Hanover College (1949)
Wakefield, M. C., Ed.D., Indiana University (1948)
Walker, G. L., B. S., Butler University (1951)
Williams, P. P., M. A., Taylor University (1940)

IOWA

Beebee, F. S., PhD., University of Iowa (1950)
Carter, R. A., B. S., Graceland College (1954)
Dennis, H. A., M. S., Graceland College (1954)
Garbee, E. E., Ed.D., Upper Iowa College (1951)
Heilman, C. L., Ed.D., Drake University (1949)
McCloy, C. H., PhD., University of Iowa (1929)
Peterson, C. T., M. S., University of Dubuque (1938)
Schmidt, H. J., B. S., Iowa State College (1954)
Sill, F. D., PhD., University of Iowa (1954)
Truedale, J. C., M. A., Grinnell College (1949)

KANSAS

Adee, Don, PhD., (Ft. Hayes) Kansas State College (1947)
Evans, T. M., M. S., Kansas State College (1951)
Francis, L. A., M. A., Fort Hays Kansas State College (1951)
Henry, D. W., M. A., University of Kansas (1954)
Knorr, F. G., M. S., Kansas State College (1948)
Pease, J. M., Ed.D., Kansas State Teachers College (1954)
Powell, D. F., M. S., University of Kansas (1949)
Washburn, L. P., M. P. E., Kansas State College (1947)

KENTUCKY

Heldman, J. Jr., M. A., University of Louisville (1948)
Reece, A. M. Jr., M. A., University of Kentucky (1949)
Seaton, D. C., Ed.D., University of Kentucky (1948)

LOUISIANA

Harper, D. S., B. S., Southeastern Louisiana College (1950)
Kistler, J. W., PhD., Louisiana State University (1945)
Nesom, G. W., M. S., Northwestern State College (1947)
Walden, H. E., M. S., Louisiana College (1948)
Wasson, W. N., A. M., Dillard University (1948)

MAINE

Addison, R. A., M. S., Bates College (1954)
Loebs, G. F., M. A., Colby College (1934)
Lux, L. N., Ed.D., Bates College (1947)
Meylan, G. L., M. D., Columbia University (1903) Honorary--Casco, Maine
Morrell, M. E., B. S., Bowdoin College (1945)
Sabasteanski, F. F., M.Ed., Bowdoin College (1953)
Wallace, S. M., University of Maine (1931)

MARYLAND

Fraley, L. M., PhD., University of Maryland (1950)
Humphreys, J. A., Ed.D., University of Maryland (1952)
Johnson, W. R., University of Maryland (1952)
Massey, B. H., M. S., University of Maryland (1950)
Minnegan, Don, Ed.D., Towson Teachers College (1949)
Reece, C. D., M. A., Johns Hopkins University (1952)
Turner, M. S. Jr., M. A., Johns Hopkins University (1947)

MASSACHUSETTS

Afflect, G. B., Springfield College (1948) Honorary
Bullock, J. E., M. A., Williams College (1935)
Butova, H. A., American International College (1948)
Carpenter, P. R., B. A., Worcester Polytechnic Institute (1912) Honorary

Chaffee, C. C., M. A., Williams College (1938)
Delahanty, R. J., B. P. E., Dartmouth College (1927) Honorary
Dunbar, H. F. Jr., Ed.D., Amherst College (1949)
Gallagher, H. W., B. S., Northeastern University (1954)
Harmon, J. M., Ed.D., Boston University (1933)
Locke, E. A., M. D., Williams College (1937) Honorary
Lumley, A. E., M. A., Amherst College (1947)
Marsh, A. W., M.Ed., Amherst College (1921)
Palmer, L. R., M. E., Tufts College (1948)
Parsons, E. S., M.Ed., Northeastern University (1932)
Richardson, E. E., M. A., Amherst College (1951)
Rostas, S. M., M.Ed., Amherst College (1947)
Shay, C. T. Sr., Ed.D., Springfield College (1949)
Shea, E. J., M. A., Phillips Academy (1947)
Shea, E. J., M. A., Tufts College (1953)
Sparks, R. E., M. A., Springfield College (1949)
Werner, A. C., M. S., Springfield College (1948)
Yeager, W. S., B. P. E., Tufts College (1927)

MICHIGAN

Antonacci, R. J., B. S., Wayne University (1951)
Beeman, N. F., M. A., Michigan State College (1949)
Cavanaugh, P. L., M. S., Detroit University (1953)
Donnelly, R. J., PhD., University of Michigan (1954)
Gary, M. J., M. A., Western Michigan College (1946)
Grambeau, R. J., M. A., University of Michigan (1954)
Hardy, Winfield, B. F., Emanuel Missionary College (1954)
Hedgecock, C. B., B. S., Northern Michigan College of Education (1954)
Karas, Frank, M. A., Ferris Institute (1954)
McCristal, D. J., M. A., Michigan State College (1949)
McCullock, J. H., M. A., Michigan State Normal (1916)
Mitchell, E. D., PhD., University of Michigan (1930)
Montoye, H. J., M. S., Michigan State College (1949)
Olds, L. W., D.Ph., Michigan Normal (1951)
Standifer, J. W., M.Ed., Ann Arbor, Michigan (1954)
Steen, Barney, M. A., Calvin College (1953)
Thompson, A. W., M. A., Wayne University (1949)
Webster, R. W., PhD., Michigan State College (1941)
Young, R. N., B. S., Michigan State College (1923)

MINNESOTA

Christenson, A. L., M. A., St. Olaf College (1948)
Christenson, I. A., M.Ed., Concordia College (1947)
Keller, L. F., PhD., University of Minnesota (1922)
Mueller, C. E., M. A., University of Minnesota (1954)
Nordly, C. L., PhD., University of Minnesota (1935)
Osell, C. R., M. A., University of Minnesota (1947)
Ostrander, M. E., M.Ed., University of Minnesota (1947)
Piper, R. A., Ed.D., University of Minnesota (1938)

Smith, W. R., B. S., University of Minnesota (1949)
Sokol, Paul, M.Ed., College of St. Thomas (1950)
Wells, W. M., M.Ed., University of Minnesota (1948)

MISSISSIPPI

Boydston, Donald, Ed.D., University of Mississippi (1951)
McMurrary, J. G., PhD., University of Mississippi (1947)
Milam, Lloyd, Ed.D., Mississippi Southern (1951)

MISSOURI

Brewer, Chester, B. S., University of Missouri (1921) Honorary
Burrus, H. C. Jr., Ed.D., Washington University (1948)
Captain, R. M., M. S., Clayton Public Schools (1951) Associate Member
Gullion, B. B., B. S., Washington University (1931)
Healey, W. A., Dir. P. E., North East Missouri State Teachers College (1954)
Hindman, D. A., PhD., University of Missouri (1938)
Keller, J. O., M. A., University of Missouri (1949)
Matthews, Jack, Ed.D., University of Missouri (1941)
Peterson, H. D., Dir. P. E., Northwest Missouri State (1954)
Stankowski, A. J., M. A., University of Missouri (1941)
Summers, W. H., M. A., Washington University (1946)

MONTANA

Trophy, R. F., B. S., St. Labre Indian Mission, Ashland (1951)

NEBRASKA

Brock, James, M. A., University of Omaha (1954)
Geir, J. G., M. A., University of Nebraska (1953)
Hamblet, R. W., M. S., University of Nebraska (1951)
Higginbotham, Ed., M. A., University of Nebraska (1953)
Lepley, H. L., M. S., University of Nebraska (1949)
Miller, C. E., M. A., University of Nebraska (1949)
Wear, C. C., PhD., University of Nebraska (1953)

NEW HAMPSHIRE

Evans, H. H., B. P. E., Dartmouth College (1941)
Locke, E. A., M. D., Williams College (1937) Honorary
Nordyke, Ted, M. P. E., Dartmouth College (1952)

NEW JERSEY

Coder, A. C., M.Ed., Montclair State Teachers College (1947)
Conroy, J. J., Ed.D., Princeton University (1949)
DeRosa, Jerry, M. A., Montclair State Teachers College (1950)

DiFilippo, V. J., M. A., Seton Hall College (1939)
Little, George, B. A., Rutgers University (1921) Honorary
Misar, F. J., M. A., Stevens Institute of Technology (1948)
Raycroft, J. E., M. D., Princeton University (1902) Honorary
Reed, J. J., M. A., Princeton University (1950)
Rockafeller, H. J., B. S., Rutgers University (1932)
Volz, R. J., B. S., Princeton University (1950)
Williams, R. H., M. A., Stevens Institute of Technology (1951)
Zweidinger, W. E., M. A., New Jersey State Teachers College (1951)

NEW MEXICO

Delamater, J. B., M. A., New Mexico Tech (1947)
Settle, C., Ed.D., New Mexico Highlands University (1934)

NEW YORK

Adams, L. C., Ed.D., Columbia University (1937)
Alexander, L. A., M. A., University of Rochester (1931)
Andreas, L. P., M. S., Syracuse University (1932)
Balquist, J. W., M. A., Columbia University (1947)
Bearden, F. W., M. A., Teachers College, Columbia (1952)
Begelman, J. D., PhD., Hunter College (1951)
Bellows, H. A., M. A., Columbia University (1953)
Bright, E. A., M. A., Long Island A & T Institute (1952)
Brownell, C. L., PhD., Teachers College, Columbia University (1920)
Bruce, R. M., M.Ed., United States Military Academy (1949)
Bucher, Charles, Ed.D., New York University (1954)
Burns, G. P., M. A., New York University (1947)
Campbell, B. J., PhD., Sienna College (1952)
Campbell, W., M.Ed., University of Rochester (1927)
Carlon, P. J., Ed.D., Harpur College (1953)
Cole, R. J., M. A., Manhattan College (1948)
Cukierski, A. J., M. A., University of Buffalo (1950)
Economos, J. J., M.Ed., Brooklyn College (1948)
Elliott, E. S., M. D., Columbia University (1931) Honorary
Fall, C. R., Ed.D., University of Buffalo (1948)
Febel, F., M. P. E., University of Buffalo (1948)
Fleischer, M. M., M. A., Hunter College (1953)
Frakes, R. V., M. A., Brooklyn College (1949)
Furey, Ralph, M. A., Columbia University (1946)
Gibbs, T. T., B. S., Hobart College (1949)
Gibson, T. R., M. A., New York State College for Teachers (1946)
Hansen, Canute, D. D. S., The City College of New York (1925)
Havel, R. C., Ed.D., Columbia University (1951)
Hollinger, J. C., M. A., Cooper Union (1954)
Howard, G. W., PhD., Queens College (1930)
Hutchinson, J. L., Ed.D., Teachers College, Columbia University (1947)
Kirkpatrick, T. B., M. A., Columbia University (1931) Honorary
Krakower, H., PhD., The City College of New York (1932)
Kroeten, H. J., M. E. D., United States Military Academy (1952)

Larson, L. A., PhD., New York University (1943)
Lawrence, K. J., M. A., Colgate University (1952)
Little, G. S., Cornell University (1948)
Lowe, H. E., PhD., Columbia University (1934)
Madden, J. E., M. A., Champlain College (1948)
McNamee, J. J. Jr., M. A., St. Bonaventure College (1949)
Mastropaolo, J. A., B. S., Brooklyn College (1954)
Moench, F. J., PhD., Cortland State Teachers College (1950)
Moffett, D. C., PhD., Cortland State Teachers College (1930) On Military Leave
Nash, J. B., PhD., New York University (1927) Honorary
Oleson, F. A., PhD., Brooklyn College (1936)
Polansky, D. L., M. A., The City College of New York (1953)
Prettyman, A. I., B. P. E., Sampson College (1917) Honorary
Rogers, M. H., M. A., Brockport State Teachers College (1945)
Rourke, Roland, M. A., Columbia University (1952)
Santora, J. D., M. A., Hunter College (1953)
Scott, H. A., PhD., Teachers College, Columbia University (1922)
Shaw, J. H., Ed.D., Syracuse University (1940)
Sich, J. S., M. A., Manhattan College (1953)
Smith, J. A., M. A., Hofstra College (1952)
Snively, A. B., M. A., Clarkson (1952)
Spitz, G. B. Jr., Ed.D., Queens College (1947)
Stultz, R. E., Ed.D., Syracuse University (1946)
Thompson, Morton, M. A., Hunter College (1952)
Tierney, R. J., M. A., Queens College (1949)
Triol, T. F., M. A., United States Military Academy (1948)
Walke, N. S., PhD., Brooklyn College (1938)
Watt, T. Jr., B. S., Long Island A & T Institute (1948)
Weber, M. A., M. A., Hamilton College (1929)
Winograd, S., PhD., The City College of New York (1938)
Woll, F. A., PhD., The City College of New York (1916) Honorary
Wood, R. C., M. A., 100 Morning Side Drive, New York City (1951)
Young, C. V. P., A. B., Cornell University (1904) Honorary

NORTH CAROLINA

Allen, E. M. Jr., M. A., University of North Carolina (1947)
Barrow, H. M., Ed.D., Wake Forest College (1949)
Bly, J. R., M. S., Duke University (1952)
Cornwell, O. K., Ed.D., University of North Carolina (1931)
Derr, P. H., M. A., North Carolina State College (1946)
Fetzer, R. A., M. A., University of North Carolina (1924) Honorary
Hopson, R. W., PhD., North Carolina College (1952)
House, H. C. Jr., M. A., University of North Carolina (1950)
Jamerson, R. E., Ed.D., University of North Carolina (1935)
Long, J. W., PhD., Wake Forest College (1947)
Perry, G. P., M. A., North Carolina State College (1951) On Military Leave
Rabb, W. W., M. A., University of North Carolina (1949)
Shepard, G. E., Ed.D., University of North Carolina (1938)
Siewert, F. T., M. A., Western Carolina College (1950)

Townes, T. E., Ed.D., North Carolina College (1950)
Weatherford, A. E., PhD., North Carolina College (1948)

NORTH DAKOTA

Marti, L. R., M.Ed., University of North Dakota (1947)
Quaday, John, M.Ed., University of North Dakota (1953)

OHIO

Altman, G. J., M.Ed., Kent State University (1935)
Ashbrook, W. P., PhD., Ohio State University (1929)
Baley, J. A., B. A., Ohio Wesleyan University (1954)
Ballenger, F., M. A., Kent State University (1949)
Bennett, B. L., PhD., Ohio State University (1948)
Bibler, R. E., M. A., Oberlin College (1949)
Butler, L. K., PhD., Oberlin College (1930)
Chestnutt, K. G., M. A., Kent State University (1952)
Cooper, S. L., M. A., Bowling Green State University (1952)
Cushman, W. P., Ed.D., Ohio State University (1939)
Daniels, A. S., Ed. D., Ohio State University (1941)
Finnigan, E. L., M. A., Baldwin-Wallace College (1951)
Fischer, J. A., Fr., M. A., Kent State University (1951)
Gauthier, G. E., B. S., Ohio Wesleyan University (1924)
Gordon, J. A., M. A., Miami University (1951)
Greene, N. N., M. E. D., Wilberforce State College (1948)
Gregg, W. H., M. A., Miami University (1948)
Hess, L. A., Ed. D., Ohio State University (1950)
Hoover, W. R., B. S., Kent State University (1947)
Jenkins, Sidney, M. A., Denison University (1949)
Kinsey, C. C., PhD., Oberlin College (1949)
Kovacic, C. R., M. A., Ohio State University (1948)
Kretchmar, R. T., Ed.D., Oberlin College (1947)
Landis, P. E., M. A., State Department of Education, Ohio (1942)
Larkins, R. C., M. A., Ohio State University (1939)
Livingston, W. J., B. S., Denison University (1921) Honorary
Mileham, M. C., M. A., University of Cincinnati (1938)
Moore, V. M., M. A., Kent State University (1949)
Morrison, W. R., Sc.D., Oberlin College (1918) Honorary
Nessley, C. T., M.Ed., Ohio University (1950)
Nichols, J. H., M. D., Oberlin College (1916)
Oberteuffer, D., PhD., Ohio State University (1935)
Pasini, H. F., Kenyon College (1921)
Peppe, M., M. A., Ohio State University (1929)
Reed, D. B., M. D., Oberlin, Ohio (1949) Honorary
Resick, M. C., M. A., Kent State University (1948)
Rhoads, A. H., M. A., Ohio University (1951)
Rider, G. L., A. B., Miami University (1920)
Rowan, Victor, M. A., Defiance College (1953)
Savage, C. W., M. A., Oberlin College (1909) Honorary

Schwartz, R. R., M.Ed., University of Dayton (1950)
Stevenson, C., B. S., Oberlin College (1954)
West, R. C., M. A., Otterbein College (1949)

OKLAHOMA

Byrom, J. A., Ed.D., Oklahoma A&M College, Stillwater
Harrison, A. B., B. S., Oklahoma A&M College (1953)
Keen, P. V., M. S., University of Oklahoma (1950)
Kevin, J. J., M. A., Oklahoma A&M College (1941)

OREGON

Bergstrom, R. W., Ed.D., Oregon State College (1954)
Borchardt, J. W., B. S., University of Oregon (1954)
Clarke, H. H., Ed.D., University of Oregon (1932)
Coleman, R. O., Ed.D., Oregon State College (1954)
Esslinger, A. A., PhD., University of Oregon (1947)
Evonuk, E., M. S., University of Oregon (1953)
Hammer, W. M., M.Ed., University of Oregon (1951)
Koski, W. A., M. S., Oregon State College (1953)
Langton, C. V. N., Ed.D., Oregon State College (1939)
Leighton, R. W., PhD., University of Oregon (1951)
Peterson, H. E., M. S., Oregon State College (1954)
Raabe, H. W., M. S., Oregon State College (1949)
Sigerseth, P. O., Ed.D., University of Oregon (1948)
Sparks, L. J., M. A., Willamette University (1950)
Sprague, Vernon, M. A., University of Oregon (1952)

PENNSYLVANIA

Barr, J. S., M. A., Franklin & Marshall (1954)
Bartlett, F. C., Diploma (Harvard), Lehigh University (1940)
Bilheimer, C. E., M. A., Gettysburg College (1929) Honorary
Bischoff, E. D., M. A., Penn State University (1952)
Blum, S. J., M.Ed., Bucknell University (1947)
Busey, David G., Head Football Coach, Lycoming College, Williamsport, Penna.
Conrad, D. L., M.Ed., Temple University (1952)
Corbin, H. D., PhD., State Teachers College, Lock Haven (1948)
Dodds, A., M.Ed., State Teachers College, Slippery Rock (1947)
Doeherty, William, B. S., Haverford College (1947)
Doherty, J. K., PhD., University of Pennsylvania (1952)
Ehly, E. E., B. S., Temple University (1952)
Gardner, R. N., M.Ed., Lincoln University (1948)
Glascott, J. A., M. S., University of Pennsylvania (1952)
Gray, A. R., B. S., Penn State University (1954)
Gross, E. A., M. S., Penn State University (1950)
Hansen, W. C., M.Ed., Allegheny College (1951)
Haynes, R. E., M.Ed., Carnegie Institute of Technology (1950)
Hughes, W. L., Ph.Dl., D.Sc., Temple University (1925)
Jack, H. H., M. A., State Teachers College, Lock Haven (1948)

Jenny J. H., M.Ed., Temple University (1950)
Jones, L. M., PhD., Penn State University (1930)
Knuttgen, H. G., M. S., Shady Side Academy, Pittsburgh (1953) Associate Member
Lawther, J. D., M. A., Penn State University (1951)
Loveless, J. C., M. A., Grove City College (1951)
Luehring, F. W., PhD., University of Pennsylvania (1912) Honorary
McCoy, E. B., M. A., Penn State University (1952)
Mercer, E. L., M. D., Sc.D., 133 Ogden, Swarthmore, Pa. (1920) Honorary
Meredith, W. F., PhD., University of Pennsylvania (1941)
Moses, F. W., B. P. E., Carnegie Institute of Technology (1947)
Oermann, D. C. H., PhD., University of Pittsburgh (1946)
Olson, C., B. S., University of Pittsburgh (1946)
Parsons, L. J., B. S., Albright College (1950)
Rivero, M., M. A., Lincoln University (1948)
Schott, C. P., PhD., Penn State University (1929) Honorary
Scott, C. R., M. S., University of Pennsylvania (1951)
Snider, P. M., M.Ed., Juaniata College (1949)
Stagg, A. A., B. A., Susquehanna University (1900) Honorary
Stagg, A. A. Jr., M. A., Susquehanna University (1941)
Stetson, W. J., M. A., Swarthmore College (1951)
Stoddart, C. W. Jr., M. S., Penn State University (1951)
Thiel, G. N., M.Ed., Penn State University (1952)
Tullio, L. J., M.Ed., Gannon College (1950)
Van Dalen, D. B., PhD., University of Pittsburgh (1946)
Way, H. P., M.Ed., Allegheny College (1939)
Weigle, Arthur, Ed. D., University of Pittsburgh (1950)
Winters, A. R., M. A., Lafayette College (1926)

RHODE ISLAND

Cieurzo, P. F. Jr., M. A., Rhode Island State University (1939)
Drew, L. J., M. A., Providence College (1950)
Hefferman, J. M., M.Ed., Brown University (1952)
Swain, L. E., M. A., Brown University (1926) Honorary

SOUTH CAROLINA

Fourier, A. E., M. A., University of South Carolina (1951)
Grugan, J. D., B. A., University of South Carolina (1949)
Scheerer, W. W., M. A., Wofford College (1948)
Silox, W. A., B. S., College of Charleston (1950)

SOUTH DAKOTA

Danielsen, E. R., M. A., South Dakota State College (1950)
Goodell, H. B., M. S., South Dakota School of Mines and Technology (1940)

TENNESSEE

Eblen, R. H., M. S., Tennessee Tech (1951)

Hobb, A. W., M. S., University of Tennessee (1928)
Humphreys, C. C., M. A., Memphis State College (1947)
Hyden, J. P., Vanderbilt University (1949)
Johnson, H. A., M. A., Fisk University (1950)
Johnson, K. P., M.Ed., Maryville College (1949)
Overall, P. V., M. S., Tennessee Polytechnic Institute (1947)
Patty, E. K., PhD., Middle Tennessee State College (1947)
Plotkicki, B. A., M. S., University of Tennessee (1947)
Sudduth, S. B., PhD., George Peabody College (1951)

TEXAS

Alderson, C. J., Ed.D., University of Texas (1950)
Barlow, T. E., B. A., University of Texas (1953)
Barr, A. R., M. A., Southern Methodist University (1948)
Berridge, H. L., Ed.D., Randolph Field, San Antonio (1947)
Brace, D. K., PhD., University of Texas (1924)
Brinley, E. D., Ed.D., Texas College of Arts and Industries (1943)
Brown, H. S., Ed.D., Southern Methodist University (1948)
Hermance, G. L., M. A., Rice Institute (1931)
Kireilis, R. W., Dir. P. E., Texas Tech (1953)
Landiss, C. W., M.Ed., Texas A & M College (1948)
MacKenzie, M. E., Ed.D., East Texas State Teachers College (1951)
Mason, J. G., Ed.D., Baylor University (1948)
McGrew, L. W., Ed.D., University of Texas (1954)
Messersmith, L. L., Ed.D., Southern Methodist University (1932)
Polk, O. M., M. A., Hardin-Simmons University (1949)
Russell, L. O., M. A., East Texas State Teachers College (1949)
Segrest, H. B., M. S., Texas A & M College (1952)
Tishler, C. E., M. A., Texas A & M College (1949)
Weston, Arthur, Ed.D., Rice Institute (1952)
Whitaker, B. M., B. A., University of Texas (1948)
Williams, R. H., PhD., University of Texas (1947)

UTAH

Hart, C. J., Ed.D., Brigham Young University (1942)
Hunsaker, H. B., M. S., Utah State Agricultural College (1948)

VERMONT

Brown, A. M., B. A., Middlebury College (1922)
Post, A. T., University of Vermont (1936)

VIRGINIA

Dyck, P. B., M. A., Virginia Tech (1946)
Heidloff, R. C., M. P. E., University of Virginia (1934)
Lord, N. F., B. S., Washington and Lee University (1949)
Ludwig, L. T., M.Ed., University of Virginia (1929)
Neilson, H. N., M.Ed., Hampton Institute (1953)

WEST VIRGINIA

Duncan, R. O., Ed.D., West Virginia University (1952)
Harrick, S., M. A., West Virginia University (1935)
Holter, F. J. Jr., PhD., West Virginia University (1932)
Mackey, R. T., M. A., Shepherd College (1949)

WASHINGTON

Bohler, J. F., B. S., State College of Washington (1928) Honorary
Brumbach, W. B., B. S., University of Washington (1954)
Galligan, G. E., Ed.D., State College of Washington (1947)
House, H. H., PhD., State College of Washington (1932)
Palmer, C. C., Ed.Dl., University of Washington (1952)

WISCONSIN

Anderson, J. E., M. S., University of Wisconsin (1953)
Denney, A. C., M. A., Lawrence College (1935)
Francis, R. J., PhD., University of Wisconsin (1953)
Hope, L. J., M. S., Beloit College (1948)
Mansfield, A. M., M. A., University of Wisconsin (1953)
Masley, A. L., B. A., University of Wisconsin (1945)
Rarick, G. L., PhD., University of Wisconsin (1951)
Rippe, Russell, M. S., University of Wisconsin (1953)
Wolfe, J. G., PhD., University of Wisconsin (1950)

HAWAII

Brown, H. E., PhD., University of Hawaii (1947)
Chui, E. F., M. A., University of Hawaii (1950)
Gustuson, D. I., M. A., University of Hawaii (1949)

CANADA

Bedecki, T. G., M. P. E., Ottowa University (1953)
Blackstock, C. R., B. S., Pickering College (1948)
DeWar, W. A., M. A., University of Western Ontario (1947)
Griffiths, M. G., M. A., University of Toronto (1952)
Keefe, R. J., Ed.D., University of Saskatchewan (1952)
Kennedy, W. F., M. A., University of Manitoba (1950)
Lamb, A. S., MD., McGill University (1919) Honorary
McCutcheon, J. E., University of Toronto (1949)
Mitchell, W. F., B. S., Ontario Agricultural College (1948)
Obeck, V. F., M. A., McGill University (1947)
Ort, R. R., B. A., University of Western Ontario (1953)
Osborne, R. F., B.Ed., University of British Columbia (1948)
Passmore, J. H., B. P. H. E., Ontario College of Education (1948)
Ryan, H. R., P.P.Ed., McGill University (1950)
Smith, W. D., M. A., University of Alberta (1949)
Stevens, W. A., M. S., University of Toronto (1949)

Van Vliet, M. L., M. S., University of Alberta (1948)
White, A. D., B. A., Department of Education, Ontario (1948)
Wright, G. A., B. S., Department of Education, Toronto (1949)
Associate Member
Wynne, I., B. A., McMaster University (1949)
Zeigler, E. F., PhD., University of Western Ontario (1950)

PUERTO RICO

Furman, D. C., Ed.D., University of Puerto Rico (1948)
Mangual, R. A., B. S., A & M College, Mayaguez, Puerto Rico (1951)
Sambolin, L. F., M. S., Polytechnic Institute of Puerto Rico (1954)
Torregrosa, F. M., M. S., University of Puerto Rico (1948)

PHILLIPINES

Bartolome', C. C., M. P. E., University of Phillipines (1950)

431 A4 P1507
05/02/07 46620 SELB
ttGroup